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IDENTIFIERS	*War

ABSTRACT

This course of study is a continuation of the sequential United States History program. It incorporates themes, merged with chronology as a method of structure, for the period from 1865 to the present: 1) Economic and Social Forces in American Studies; 2) Reform Movements; 3) The United States in a World Setting; 4) Causes of War; 5) Labor; and an optional unit, 6) The Negro. The foundations of the course are fundamental social concepts with the integration of various aspects of twentieth century western Europe into these themes. These objectives are: 1) improved utilization of the tools of research, critical thinking, and communication; 2) understanding of the geographic influences of peoples' lives and on events; 3) understanding of the concepts of space and time; 4) understanding the importance of trade and communication; 5) understanding of war and national participation in world affairs; 6) understanding how and why governments attempt to promote economic security; 7) understanding efforts in the United States to make our social system more consistent with the beliefs expressed in the Constitution and the Bill of Rights; 8) development of the concept of interdependence, and the impact of ideology. Many of the learning activities listed in this guide are designed to implement the problem-solving method; reading and audiovisual materials are given. (Author/SBE)

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SOCIAL STUDI

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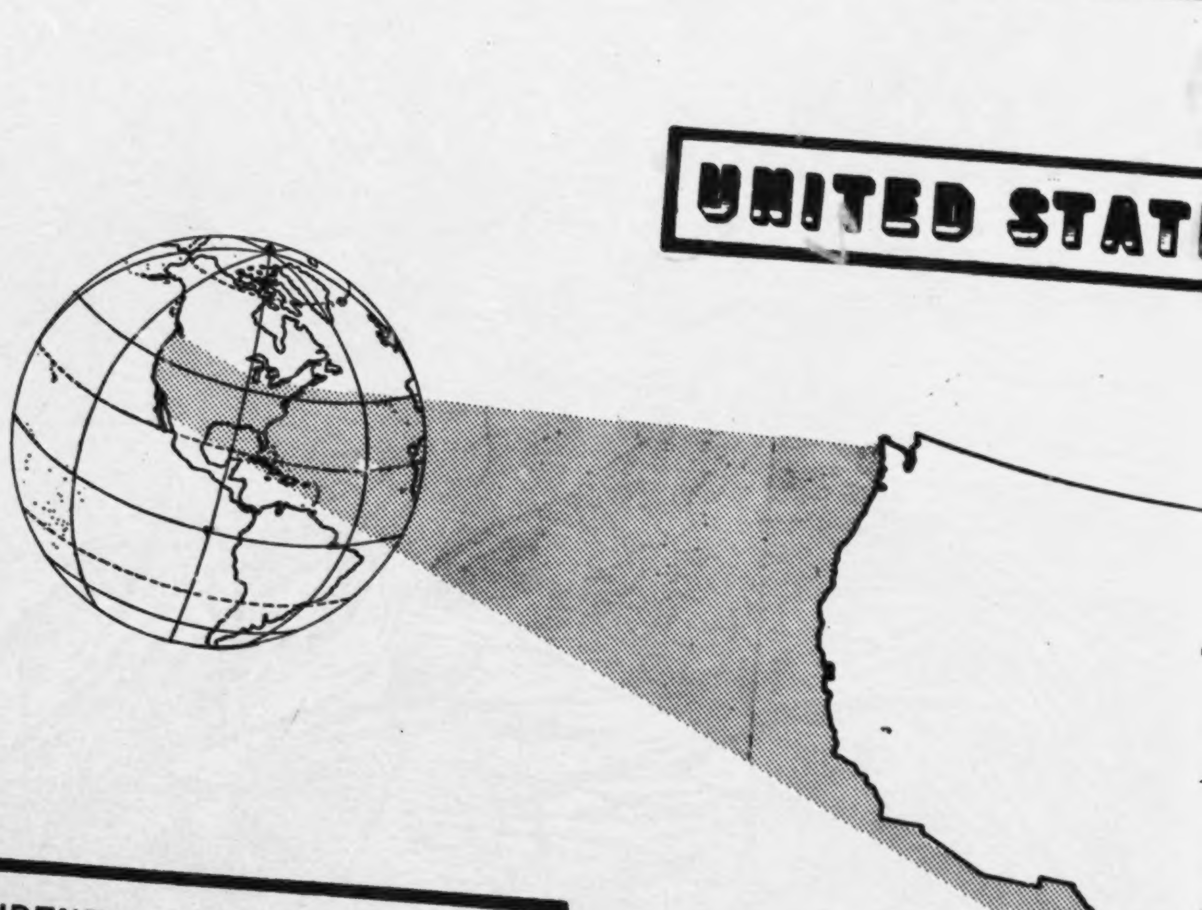

INDEPENDENT SCHOOL DISTRICT 77
MANKATO, MINNESOTA

L STUDIES

UNITED STATES HISTORY 10

77

ED049994

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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A GUIDE FOR
SOCIAL STUDIES

UNITED STATES HISTORY 10

Independent School District No. 77
51 Park Lane
Mankato, Minnesota 56001

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Mankato, Minnesota

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Eugene Benson
Edward W. Budde
Elmer Fritts
J. Peder Kvamme
Mrs. C. D. Nelson
Miles B. Zimmerman

William J. Nigg
Superintendent of Schools

Miss Rhea McCarthy
Director of Elementary Education

Director

Independent School District No. 77
Mankato, Minnesota

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Superintendent of Schools

Dr. J. E. Sjostrom
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Acknowledgments

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Karl Adolphson	Senior High
Robert Gaarder	Senior High
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James Keckeisen	North Mankato Senior High
John Larson	Senior High
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SUPERINTENDENT'S MESSAGE

Johann Wolfgang Von Goethe, German poet of the early nineteenth century, once said, "We see only what we know." Education then becomes the eye opener for man; for surely we better see and interpret that which we know something about.

Current curriculum studies seek to provide necessary concepts and knowledge that will enable students to learn both facts and the methods of application of facts needed to solve the problems of our times. The skillful teacher makes fact meaningful for the student so that he can "see."

The Board of Education, the administration, and the staff have joined efforts in preparation of this course of studies. We express our thanks for the special efforts of the committee, Dr. J. E. Sjostrom, Miss Rhea McCarthy, and the teachers who developed it. It is hoped that their efforts will make it possible for general improvement of instruction.

William J. Nigg
Superintendent

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FOREWORD

The U. S. History 10 course of study is a continuation of American Studies 9. The course incorporates themes based on areas that have had the greatest or initial impact after 1865 and is taken through the pre-1865 period to the present time. In reverse, the American Studies 9 course includes themes that are significant before 1865.

The themes presented in this guide are merged with chronology, but are used mainly as a method of structure. Chronology can be instituted as an overview before, during, or after a theme or several themes have been developed and taught.

The foundation of this course of study is concepts. The concepts are not all-inclusive but are transitional and open to revision. A concept is used to provide students with opportunities from which he may build upon his ideas and solve his problems. Facts are used to help structure and build concepts.

Because of the overwhelming amount of content, concepts, and suggested activities presented, it is suggested that the teacher use this guide as a nucleus from which to expand and grow.

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A PHILOSOPHY OF EDUCATION FOR DISTRICT 77 SCHOOLS

In the United States we have one of the most successful democracies in the world. In a democratic society the school should be so organized that it will perpetuate the principles and objectives of our democratic society and should operate on democratic principles. All major policies should therefore be determined and formulated democratically by parents, teachers, pupils, board members, and administrators in proportion to their experience, ability, and training; and each group before mentioned must also assume responsibility for the policies as well as the benefits. In formulating policies, we believe that the interests, needs, and abilities of each pupil should be given utmost consideration. We believe in a pupil-centered school, faculty operated, with student participation.

We believe that the ultimate goal of education is that the individual be well adjusted to the society in which he will live--adjusted socially, emotionally, and vocationally--and that he be guided in formulating a philosophy of life that will enable him to adjust to and bring about improvements in the changing society in which the unskilled and uneducated are becoming obsolete.

We believe in the worth and dignity of the individual regardless of his economic, occupational, geographic, or racial status; that we should have respect for the culture which the minority racial or national groups brought with them to our country and that individuals and minority groups should be given every consideration. However, while being given full consideration, they should abide by and subscribe to majority rule democratically obtained and administered.

The task of the school then is to set the stage or fu
a student may acquire experience, knowledge, and skills as
understandings, and appreciations necessary to live a well
in a democratic society.

l then is to set the stage or furnish the environment where rience, knowledge, and skills as well as attitudes, ideals, iations necessary to live a well rounded life and participate

PHILOSOPHY OF THE SOCIAL STUDIES
(K - 12)

The social studies program has an increasingly important r people to behave as responsible participating citizens of our d preparing these people to live in an ever-changing world. Ther involved in the program must be actively concerned with all the and economic problems that affect all societies.

OBJECTIVES OF THE SOCIAL STUDIES
(K - 12)

The objectives of the social studies K-12 shall be such that th

1. Will develop a sensitivity to human dignity and worth
2. Will become acquainted with the physical, social, and e and its influence on the development of individuals and
3. Will become acquainted with the people who inhabit, or the earth - their lives, customs, history, and to prote while contributions to civilizations.
4. Will acquire an appreciation for our American heritage American way of life.
5. Will develop those attitudes, abilities, and ideals whi him to understand, appreciate, and participate as a res in a democratic society.
6. Will understand international conditions and problems, of the United States in the world community of nations.
7. Will realize the interdependence of people and the need group cooperation.
8. Will develop the basic skills and techniques to use and social science material and to attack present and future political, and economic problems.

PHILOSOPHY OF THE SOCIAL STUDIES
(K - 12)

s program has an increasingly important role in assisting young
sponsible participating citizens of our democratic society and in
to live in an ever-changing world. Therefore, every individual
n must be actively concerned with all the social, political,
that affect all societies.

OBJECTIVES OF THE SOCIAL STUDIES
(K - 12)

social studies K-12 shall be such that the student:

a sensitivity to human dignity and worth of individuals.

cquainted with the physical, social, and economic world
ence on the development of individuals and nations.

cquainted with the people who inhabit, or have inhabited
heir lives, customs, history, and to protect the worth-
utions to civilizations.

an appreciation for our American heritage and the
of life.

those attitudes, abilities, and ideals which will enable
tand, appreciate, and participate as a responsible citizen
ic society.

nd international conditions and problems, and the role
States in the world community of nations.

the interdependence of people and the need for inter-
tion.

the basic skills and techniques to use and understand
e material and to attack present and future social,
d economic problems.

OBJECTIVES - U. S. HISTORY

1. The student will improve his use of the tools of research, critical thinking, and communication.
2. The student will come to a better understanding of the geographic influences on peoples' lives and on events.
3. The student will understand the concepts of space and time and develop his ability to use them.
4. The student will understand the importance of trade and communication as a means of promoting friendship, understanding, and higher standards of living.
5. The students will study the causes of war and see the extent to which nations participate in world affairs.
6. The student will study and develop an appreciation of the people who created the history of this period.
7. The student will have an opportunity to study how and why governments have attempted to promote economic security - and in many cases what failure has meant.
8. The student will study what has been done in the United States to make our social system more consistent with the beliefs expressed in our basic documents. (There will be a continuation of the study of the relationship between the Constitution, Bill of Rights, and the American Society.
9. The concept of interdependence will be developed in a meaningful way.
10. The student will have an understanding of the importance and impact of ideology on people and events in the 20th century.

OVERVIEW - U. S. HISTORY 10

It is suggested that the teacher conduct a very brief overview of the projected ninth grade course to establish the sequential nature of the U. S. History program. Before proceeding into a continuing theme of study at the tenth grade level an overview of ninth grade work in that theme should be undertaken and followed by basic text readings which will be utilized to provide general background for the problems and activities that develop the theme.

The minimal requirement for the U. S. History 10 will consist of approximately nine weeks each on the themes, "Economic and Social Forces in American Studies," "Reform Movements," and "The United States in the World Setting." As time permits the teacher may use his discretion in the choice of remaining themes. It is not expected that all six themes will be covered in one academic year.

The inter-relationships of various aspects of Twentieth Century Western European and United States History have been integrated into the themes to better achieve the objectives of our social studies program.

Learning activities have been provided which will give the students opportunities to work with current affairs.

The curriculum committee hopes that teachers will make as much use as possible of problems, activities, and readings in guiding their students through these themes. Although it is important, the content should not be the end in itself but used as a tool to develop techniques in problem solving.

Many of the activities listed in this guide are designed to implement the problem-solving method. Suggested guidelines to use in solving problems are:

1. Do some general background reading in the problem area.
2. Select and define the problem to be solved.
3. List the possible sources of information.
4. Study the pertinent facts regarding the problem.
5. Think about a possible solution and then proceed to prove the correctness or error of this hypothesis.
6. Evaluate your conclusions.

The skills to be developed and practiced by the problem solving method are:

observing
interpreting
reporting
evaluating
comparing
creating
summarizing
discovering
map use

SIX UNIT OUTLINES - U. S. HIS

ECONOMIC AND SOCIAL FORCES IN AMER

- I. The Growth of Industrial Enterprise
  - A. The nation divided
  - B. Case studies in American development
  - C. Case studies in German development
  - D. Forces that brought change in U.S. and Germany
  - E. The effects of change
  - F. The lessons of growth

- II. World Power and New Problems
  - A. The world war brings change
  - B. The aftermath of war
  - C. Capitalism fails
    - 1. How the crash came
    - 2. Rejection of capitalism
      - USSR
        - War Communism
        - State Socialism
      - German
        - National Socialism
    - 3. The market collapses
    - 4. Collapse of the economy

- III.
  - A.
  - B.
  - C.
  - D.

SIX UNIT OUTLINES - U. S. HISTORY 10

ECONOMIC AND SOCIAL FORCES IN AMERICAN STUDIES

ndustrial Enterprise
ivided
in American develop-

in German develop-

rought change in U.S.

of change
of growth

New Problems
r brings change
of war
ails
rash came
of capitalism

mmunism
Socialism

al Socialism
collapses
f the economy

III. America at the End of the Twenties
  A. The years of anxiety
    1. What was the Great Depression like in the U.S. and Germany
    2. Impact of war
       U.S. and Germany
    3. Economic welfare 1929-49
       U.S. and Germany
    4. Role of Government
      a. U.S.
      b. Germany
         Extremism
         Structural

         Weaknesses
         Public attitude
  B. Hoover administration
  C. Roosevelt administration
  D. The American economy in war

Suggested time:
9 weeks

SIX UNIT OUTLINES - U. S. HISTORY 10

REFORM MOVEMENTS

- I. Early Reform Movements - Post Civil War 1900
  - A. Problem areas
  - B. Attempted solutions
  - C. Welfare capitalism in Europe
- II. Progressive Movement
  - A. Square Deal reforms
  - B. Taft reforms
  - C. New freedom reform
- III. Post World War I America
  - A. Reforms in the 20's
  - B. The Depression
  - C. Hoover's administration response to depression
- IV. The New Deal
  - A. Reform
  - B. The second new deal
  - C. Reaction to the New Deal
  - D. Success or Failure?
- V. The "New Deal" in Europe
  - A. The Nazi state
  - B. French Socialism
  - C. Soviet state
- VI. Post Worl
  - A. Busine
  - B. Agricu
  - C. Employm
  - D. Expande
  - E. Interna
- VII. Contempora
  - A. Busines
  - B. Educati
  - C. Agricul
  - D. Social
  - E. Urbaniz
  - F. The exp Governme
  - G. Society' about th ment
  - H. Civil ri

Sugges
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SIX UNIT OUTLINES - U. S. HISTORY 10

REFORM MOVEMENTS

ts - Post Civil

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m in Europe

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ration response to

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ew Deal

e?

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VI. Post World War II America
   - A. Business
   - B. Agricultural problems
   - C. Employment Act of 1946
   - D. Expanded Social Security
   - E. Internal security

VII. Contemporary U.S. Reforms
   - A. Business
   - B. Education
   - C. Agriculture
   - D. Social welfare
   - E. Urbanization
   - F. The expanding role of the Government
   - G. Society's changing attitude about the role of the Government
   - H. Civil rights movement

Suggested time:
9 weeks

SIX UNIT OUTLINES - U. S. H
THE UNITED STATES IN A WORL

I. Traditional Aspects of U.S. Foreign Policy
   - A. Monroe Doctrine
   - B. Freedom of seas
   - C. Isolationism
   - D. Open door
   - E. Peaceful settlement
   - F. Pan-Americanism

II. "End of an Era" 1898
   - A. Changing role for the U.S.
   - B. Maturing of capitalism
   - C. Europe's "New Imperialism"
   - D. End of "Splendid Isolation" for Great Britain

III. World War I
   - A. Pre-war relations
   - B. War-time agreements
   - C. U. S. Neutrality
   - D. The peace conference
   - E. Impact of World War I on Europe and U.S. (Weimar Republic)
   - F. Post-war diplomacy
   - G. Crisis of Capitalism

UNIT OUTLINES - U. S. HISTORY 10
UNITED STATES IN A WORLD SETTING

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n Europe

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IV. Interwar Relations
  A. Disarmament
  B. Economic and military security
  C. U. S. policy
  D. Foreign policy of the Weimar Republic

V. World War II
  A. Pre-war relations
  B. War-time diplomacy
  C. Post war diplomacy

VI. U. S. Committment in Post War World - 1950 - Present
  A. Break with USSR divides Europe
  B. Far East
  C. Africa and Latin America

Suggested time:
9 weeks

SIX UNIT OUTLINES - U. S. HISTORY 10

CAUSES OF WAR

- I. Causes of World War I
  - A. Peace movements
  - B. European outbreak
  - C. U. S. entry
  - D. Issues involved
  - E. Causes of the war

- II. Cause of World War II
  - A. Peace movements
  - B. European outbreak
  - C. U. S. entry
  - D. Issues involved
  - E. Course of the war

- III. Causes of Vietnam Conflict
  - A. Attempt to preserve peace
  - B. Outbreak of war
  - C. U. S. Entry
  - D. Issues involved
  - E. Public reaction
  - F. Cause of the war

Suggested time:
9 weeks

- I. Workers in
  - A. Indentu
  - B. Early c
  - C. Factory
  - D. Workers

- II. Working Men

- III. Rise of Lab
  - A. Goals
  - B. Knights
  - C. Immigra
  - D. AFL
  - E. CIO

- IV. Labor Movem
  - A. Strikes
  - B. Gains a

- V. Federal Regu
  - A. Basic la
  - B. Radical

- VI. The New Deal
  - A. Rights c
  - B. Rights c

- VII. Contemporary
  - A. Automati
  - B. Governme
  - C. Leadersh

- VIII. Expanding Ro
the Labor Mo

- IX. Great Strike

LABOR

I. Workers in Early America
  A. Indentured servant era
  B. Early crafts
  C. Factory system
  D. Workers organize

II. Working Men in the Era of Jackson

III. Rise of Labor Unions
  A. Goals
  B. Knights of Labor
  C. Immigrant's role
  D. AFL
  E. CIO

IV. Labor Movements' Struggle for Recognition
  A. Strikes
  B. Gains achieved

V. Federal Regulation of Labor Unions
  A. Basic labor laws
  B. Radical movement in labor

VI. The New Deal and Labor
  A. Rights of American laboring man
  B. Rights of Nazi German laboring man

VII. Contemporary Labor Problems
  A. Automation and unemployment
  B. Government arbitration
  C. Leadership

VIII. Expanding Role of the Government in the Labor Movement

IX. Great Strikes of the 20th Century

SIX UNIT OUTLINES - U. S. HISTORY 10

THE NEGRO
(Optional)

I. The Negro's Status in the Post-War Era
    A. Enfranchisement
    B. A Program for Negro Betterment
II. Toward Full Equality: Since 1900
    A. Voices of Protest
    B. The Rising Tide
III. The Negro in Contemporary America
    A. The Civil Rights Movements
    B. The Kennedy Program
    C. Negro Radicalism, Black Nationalism
    D. The Negro Faith in America
    E. The Civil Rights Acts of 1964
    F. Politics and the Negro

SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

Unit I

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
THE GROWTH OF U. S. INDUSTRIAL ENTERPRISE: 1860 - 1914 I. The Nation Divided	The rapid growth of industry in the United States during the period following the Civil War expanded and changed the nation's economy.	***Refer ing Ac (Textb Ameri Guide
A. The Civil War B. Reconstruction	With this rapid growth of industry there emerged a new type of businessman--industrial entrepreneurs--who worked their way up to positions of great economic and political power.	
	Social Darwinism was a dominant philosophy of the day and was particularly popular with those who were successful.	
	For economic reasons--primarily the need for large amounts of capital--businessmen formed corporations.	
		*** Starr

CONCEPTS/OBJECTIVES	ACTIVITIES
The rapid growth of industry in the United States during the period following the Civil War expanded and changed the nation's economy.	***Refer to III, "Some Suggested Learning Activities." (Textbook: *Economic Forces in American History*, Teacher's Guide, pp. 46 - 48.
With this rapid growth of industry there emerged a new type of businessman--industrial entrepreneurs--who worked their way up to positions of great economic and political power.	
Social Darwinism was a dominant philosophy of the day and was particularly popular with those who were successful.	
For economic reasons--primarily the need for large amounts of capital--businessmen formed corporations.	

*** Starred items suggest problems.

READINGS

Basic Text: Chapters 23, 24, 25, 26 and Book IV, 1860-1914, from Economic Forces in American History.

To select additional writings in economics, refer to:

Study Materials for Economics Education in the Schools. Committee for Economic Development, N.Y., N.Y.

(C) Rycke and Thompson. Business Enterprise in the American Economy. "The American Enterprise System" pp. 1-15, and understand terms on p. 18.

(C) American Capitalism. "Why an Economic Organization?" pp. 1 - 13.

Schlicter. Economic Growth in the U.S.

(L) Buck. The Road to Reunion. 1865-1900.

C = Classroom

L = Library

A. V. MATERIALS

Films:

"Productivity: The Key to Plenty"
20 minutes EBF

"Rise of Modern Industrial America"
30 minutes Norwood

"What is Business?"
11 minutes Coronet

"Civil War" (3 parts)
  Background Issues 1359
  First Two Years 1360
  1863-1865 1361

"Meaning of the Industrial Revolution 38

Filmstrip:

"The Abolitionists" 326 CFS

Code numbers refer to A-V Center catalog number.

A. V. MATERIALS		TEACHER'S NOTES
Films:		
"Productivity: The Key to Plenty" 20 minutes	EBF	
"Rise of Modern Industrial America" 30 minutes	Norwood	
"What is Business?" 11 minutes	Coronet	
"Civil War" (3 parts)		
Background Issues	1359	
First Two Years	1360	
1863-1865	1361	
"Meaning of the Industrial Revolution	38	
Filmstrip:		
"The Abolitionists"	326 CFS	

Code numbers refer to A-V Center catalog number.

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
II. Case Studies in American Development	Basic changes in the factors of profuction	** N t
A. Industry		
1. Problems	Economic Darwinism	
2. Justifying bigness		
democracy	Problems resulting from change	The A 1. 2. 3. 4.
economic Darwinism		
	Factors of production	
B. Agriculture		
1. Problems	Scarcity Interdependence Change Environmental influence	World growt tant devel This that perio
transportation		
money-credit		
tariffs		
C. Natural resource wealth		

IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES	ACTIVITIES
Basic changes in the factors of profuction	** No. 6: "A View of the Economy in the 1890's"
Economic Darwinism	Sperling, John. Great Depressions. Glenview, Ill.: Scott Foresman and Company. "Problems in American History. Unit II, pp. 57 - 66.
Problems resulting from change	The American Banking System, 1860-1920 1. The National Bank Act of 1863 2. The growth of commercial banking 3. The rise of investment banking 4. The Federal Reserve System
Factors of production	
Scarcity Interdependence Change Environmental influence	World War I was one of extensive economic growth in the United States. An important phase of this growth was the development of the banking business. This development, including the changes that took place in banking during this period might be the focus of this study.

READINGS

973 Holbrook, Stewart.
Hol Age of the Moguls

Rise of the American Nation. Vol. II "Approaches to Reconstruction" 1968. Readings, pp. 185-191.

342.73 Beard, Charles. An Economic Interpretation of the Constitution of the U.S. Macmillan.
Be
(C)

(L) American History Illustrated. August, 1966. "The Molly Maguires" p. 12.

(L) Beer. The Mauve Decade: American Life at the End of the Nineteenth Century.

(L) Buck. The Agrarian Crusade.

A. V. MATERIALS

Filmstrips:

"How Industry Began (New
917.

"Other New England Indust
917.

"Industry Changes America
(1812 - 1900)" 973.

"The Cradle of American I
973.

"The American Economic Sys
320(

A. V. MATERIALS	TEACHER'S NOTES
Filmstrips:	
"How Industry Began (New England)" 917.4(3) CFS	
"Other New England Industries" 917.4(6) CFS	
"Industry Changes America (1812 - 1900)" 973.5(17)CFS	
"The Cradle of American Industry" 973.2(5) CFS	
"The American Economic System" 320(18) CFS	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
III. Case Studies in German Development		Map: Germ mean some plac 1871
A. Agriculture	Environmental influence	Map a maps towa then ing W
B. Natural Resources	Recognize the influence of geography on politics, economics, and foreign relations of nations.	Map a sourc
C. Industry	Factors of production	Compa West advant people
D. Government	Monarchy	

CONCEPTS/OBJECTIVES	ACTIVITIES
	Map: Prepare a pictorial map of Germany on which you depict by means of pictures or drawings some significant historical events, places, and persons in Germany since 1871.
Environmental influence	Map activity: Prepare a series of maps showing successive steps toward unification of Germany and then towards division again following World War II.
Recognize the influence of geography on politics, economics, and foreign relations of nations.	Map activity: Locate natural resources on map of Germany
Factors of production	Compare products of East German and West German agriculture to show advantages that would accrue to the people if the two were reunited.
Monarchy	

READINGS	A. V. MATERIALS
(C) *Europe with Focus on Germany*, p. 180 ** Fideler.	
A History of Modern Germany. Anvil Books.	
Germany. Ch. 9 - 15 Dill.	
(C) *Europe with Focus on Germany*, p. 173 ** Fideler	
(C) *Europe with Focus on Germany*, p. 236** Fideler.	
(C) *Europe with Focus on Germany*. p. 228 ** Fideler.	

A. V. MATERIALS	TEACHER'S NOTES

1.

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
IV. Forces that Brought Change in the U.S. and Germany	Develop skill in interpreting maps and charts.	**No. 7: " Ed Gr 76
A. Industrialism	Cartel	**No. 8: " Sp De
1. The growth of the national market	Appreciate our geographical environment and learn the need for wise use of resources.	Case Study: Progressive Court." Eames, E. American Publishin
2. Efficient use of resources	Immigration	
	Labor mobility	
3. Classical capitalism	Technology	**"Were the Feder, Ber pp. 195-19
	Laissez faire	
4. Formation of mass labor	Autocracy	**"Was Big B Feder, Ber pp. 200-20
	Factors of production	Familiarize for appriasi them to appr time, e.g., etc.

39

ICAN STUDIES

TS/OBJECTIVES

skill in inter-
maps and charts.

te our geographi-
ronment and learn
for wise use of
s.

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bility

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ACTIVITIES

**No. 7: "The Rise of the National Economy" Sperling, John. Great Depressions. pp. 67-76.

**No. 8: "The Farmers" Sperling, John. Great Depressions. pp. 77-87.

Case Study: "The Robber Barons and the Progressive Era. A Case for the Supreme Court."

Eames, E. Ashley. Case Studies in American History, p. 65. Education Publishing Service.

**"Were the Big Businessmen Robber Barons?" Feder, Bernard. Viewpoints: USA. pp. 195-199.

**"Was Big Business Really Bad?" Feder, Bernard. Viewpoints: USA. pp. 200-208

Familiarize students with six standards for appriasing an economic system. Use them to appriase the economy from time to time, e.g., in late 1800's, 1910, 1920, etc.

READINGS	A. V. MATERIAL
(C) Wilson, Mitchell. American Science and Invention. New York: Simon and Schuster	Film: "The Story of Iron and Stee
	Film: "Henry Ford" McGraw-Hill
(C) American Capitalism. Chapter VI.	Film: "Inventions in the American Growth. 1850 - 1890" 11 minutes Coro
(C) Rise of the American Nation. c. 1968. Vol. II "The Wage-Earner in a Changing World" Readings, pp. 219-224.	Filmstrip: "Agricultural Revolution"
(L) American History Illustrated May, 1968. "The Human Side of J.P. Morgan" p. 10.	Filmstrip: "New Inventions and Industria Developments" 608(10) A.V.
(C) Rise of the American Nation. c. 1968. Vol. II "The Trusts" Readings, pp. 202 - 210. "Millionaires" Readings, pp. 211 - 218.	Filmstrip: "New Processes Aid Industrial Development" 609 A.V.

A. V. MATERIAL	TEACHER'S NOTES
Film: "The Story of Iron and Steel"	
Film: "Henry Ford" McGraw-Hill	
Film: "Inventions in the American Growth. 1850 - 1890" 11 minutes Coronet	
Filmstrip: "Agricultural Revolution" YAF	
Filmstrip: "New Inventions and Industrial Developments" 608(10) CFS A.V.	
Filmstrip: "New Processes Aid Industrial Development" 609 CFS A.V.	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT | CONCEPTS/OBJECTIVES

Capital

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CONCEPTS/OBJECTIVES	ACTIVITIES
Capital	The American Banking System, 1860-1920 (a) Briefly describe the growth of commercial banking after the Civil War. (b) Why, by the end of the Civil War, were most business transactions settled by checks instead of currency? Why was this a significant development? (c) How did the weaknesses of the nation's commercial banking system contribute to the panics of 1873, 1884, 1893, and 1907? Why were many banks forced to close their doors during these financial crises?
	Contrast the government of the German Empire with that of Britain.
	Report: Imperialism: Its Nature and Causes.
	Draw a map showing the areas Germany lost by the Versailles Treaty and describe the impact on Germany's economy as a result of lost resources and a smaller population.
	Prepare a magazine article on the Berlin to Baghdad railroad including: national policies involved, glimpses of the geographic features, construction of the railroad, and the impact.

READINGS	A. V. MATERIALS
(L) Syntopican. Great Books of the Western World. (In Head Librarian's office)	

A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
		Report many du War I.
		Discuss making
V. The Effects of Change	Saving	**"What Revo 211
	Capital	
A. The Benefits of Change	Capital Formantion	Make a board s in agri for exa in Encyc edited entitle America Wilson.
	Demand	
B. The Costs of Growth	Supply	
	Opportunity Cost	
	Standard of Living	**No. 9: Depres pp. 88
	Saving	
	To realize that change is inevitable in all individual lives and in the culture and civilization of a nation.	

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ONCEPTS/OBJECTIVES	ACTIVITIES
	Report on the Krupp enterprise in Germany during the period prior to World War I.
	Discuss: Kaiser Wilhelm's program for making Germany a great world power.
ving	**"What Was the Value of the Agrarian Revolt?" Viewpoints: U.S.A. pp. 209-211
pital	
pital Formantion	Make a chart or graph for the bulletin board showing significant developments in agriculture from 1861 to 1900. See for example, the section on agriculture in Encyclopedia of American History, edited by R.B. Morris, and the section entitled "The Million-Acre Farm" in American Science and Invention by M. Wilson.
nand	
pply	
portunity Cost	
ndard of Living	**No. 9: "Government Response to the Depression" Great Depressions. pp. 88 - 96.
ving	
realize that change inevitable in all dividual lives and the culture and vilization of a tion.	

READINGS	A. V. MATERIAL
(C) *A Sense of the Past.* pp. 18, 20.	Film: "Growth of Big Business i American, 1865-1900" 16 m Coronet.
	Film: "Growth of Farming in Amer 16 minutes C

A. V. MATERIAL	TEACHER'S NOTES
Film: "Growth of Big Business in American, 1865-1900" 16 minutes. Coronet. Film: "Growth of Farming in America" 16 minutes Coronet	

CONTENT	CONCEPTS/OBJECTIVES	
VI. The Lessons of Growth	Develop skill in locating, selecting, analyzing, and reporting pertinent data.	**No
A. What the Nations Learned		
	Productivity	The 1.
B. The Role of Competition	Big business	
	Mass production	2.
C. The U. S. Emphasizes Domestic Development	Mass distribution	
	Mass society	3.
	Competition	
	Recognize the contribution of free enterprise to our industrial development.	4.
	To grasp the role of the modern corporation in making possible the growth of large-scale production and high standards of living.	Colle that house tribu develo

S IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES	ACTIVITIES
evelop skill in lo- ating, selecting, nalyzing, and report- ng pertinent data.	**No. 10: "The Depressions of 1893 - 1898" *Great Depressions*. pp. 97 - 104.
	The American Banking System, 1860-1920
roductivity	1. What are investment banks? How do they differ from commerical banks?
ig business	
ass production	2. Why did the number of investment banks increase with the growth of corporations during the industrial era?
ass distribution	
ass society	3. Why did investment banks, just as J. P. Morgan and Company, seek control of commercial banks, insurance companies, and industrial corporations? How successful were they in securing such control?
ompetition	
ecognize the con- ribution of free nterprise to our ndustrial development.	4. What effect did the growth of investment banking have on the national economy?
o grasp the role of he modern corporation n making possible the rowth of large-scale roduction and high tandards of living.	Collect data to support the statement that "The U.S. has been a rich storehouse of natural resources which contributed to our rapid industrial development."

READINGS	A. V. MATERIALS
	Film: "Productivity: Key to Am Economic Growth" 1011
(C) American Capitalism "American Capitalism: Its Foundation," pp. 16 - 25	Film: "What Is a Corporation?" 11 minutes Co

A. V. MATERIALS	TEACHER'S NOTES
Film: "Productivity: Key to America's Economic Growth" 1011 A. V.	
Film: "What Is a Corporation?" 11 minutes Coronet	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	AC
	Skill in locating, selecting, analyzing, and reporting pertinent data.	Resource Where Found
	Recognize the interrelationships between mass production, mass distribution, mass consumption, and high living standard.	
	Appreciation of what we have in relation to what others have.	Have committees ent industries steel, rubber, communications.
	Understand that the best economic system is one that permits freest economic competition consistent with the general welfare.	Find out what t vantages of the organizations a
		Find out how a and run, what s be.
		Ask several adu might be possib career such as did in the late the basis of th conclusions.

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AMERICAN STUDIES

EPTS/OBJECTIVES

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standard.

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ic competition
tent with the
l welfare.

ACTIVITIES

Resource	Where Found	How Contributed to Development	Present Availability or Substitute	Present Use

Have committees study the rise of different industries during this period: oil, steel, rubber, autos, transportation, communications.

Find out what the advantages and disadvantages of the various types of business organizations are.

Find out how a corporation is organized and run, what some of its problems might be.

Ask several adults whether they think it might be possible today to carve out a career such as Carnegie or Rockefeller did in the late ninetteenth century. On the basis of their answers, write your conclusions.

READINGS	A. V. MATER
(C) *American Capitalism* "How an Economy is Coordinated by Free Markets" pp. 28 - 41	
(C) Levenstein. *Why People Work*. Crowell-Collier	

	A. V. MATERIALS	TEACHER'S NOTES
m e 41 eople lier		

CONTENT	CONCEPTS/OBJECTIVES	
D. Germany Turns Imperialistic		Map: On where Ger of influe
		Report: Germany's was an un
		Time Line dependenc Britain a 1915.
		Report: with mass
		Compare s with that looking a wages, et
	Captain of industry	Carry on railroad industry Report on he faced, obstances, significan (f) his im

EPTS/OBJECTIVES	ACTIVITIES
	Map: On a world map indicate areas where Germany had colonies or sphere of influence prior to World War I.
	Report: Why might it be said that Germany's experience with colonialism was an unhappy one?
	Time Line: Make a time line showing dependencies acquired by Germany, Britain and the U.S. about 1850 and 1915.
	Report: Personal problems connected with mass production.
	Compare standard of living in U.S. with that of other countries by looking at prices, availability, wages, etc.
n of industry	Carry on research on any industrialist, railroad magnate, or other captain of industry of the late nineteenth century. Report on (a) his aims, (b) the obstacles he faced, (c) how he faced up to these obstances, (d) quotations from him, (e) significant anecdotes about him, and (f) his impact on American life.

READINGS	A. V. MATERIALS
(C) Learner and Thomson. American Capitalism: an Introduction. McGraw-Hill.	Film: "What We Have"

A. V. MATERIALS	TEACHER'S NOTES
ilm: What We Have"	

CONTENT	CONCEPTS/OBJECTIVES	
		Usi wri bus adv com
		Bet the dus of mig phi sys
WORLD POWER AND NEW PROBLEMS 1914 - 1930		
I. The World War Brings Change	Technical change	**R A A p
A. America before 1914	Changes in the world economy	
B. The effect of the war	Changes in the domestic economy	**N

NCEPTS/OBJECTIVES	ACTIVITIES
	Using an economics textbook as a source, write a report (a) showing that both big business and small business have their advantages or (b) describing efforts to combat depressions.
	Capitalism vs. Communism Between the Civil War and World War I, the United States became a great industrial nation. The basic philosophy of its economic system, capitalism, might be explored and compared with the philosophy of a communistic economic system. Make specific references to: 1. The consumer 2. Business 3. Labor 4. Farmer 5. Government 6. Ownership
hnical change	**Refer to III, "Suggested Learning Activities," Economic Forces in American History, Teacher's Guide, pp. 57 - 60.
anges in the world onomy	
anges in the domes- economy	**No. 11: "The Economy in the 1920's and the 1930's" Great Depressions. Unit III, pp. 108-115.

READINGS	A. V. MATERIALS
Social Education (Magazine) April, 1958. Special issue on the USSR.	
(C) Basic Text: Ch. 33, 35 and Book V, 1914-1930 from Economic Forces in American History.	Film: "Federal Reserve System" 20 minutes
(C) Business Enterprise in the American Economy. "Forms of Business Organization" pp. 56-69 and understand terms, p. 70.	Filmstrip: "Role of the Federal Reserve System--Credit Market" Join Council
(L) Rollins. Woodrow Wilson and the New America.	Record: "Life History of the U.S." (Record 9 - 1901-1917) No.
973.9 Al 5 (C) Since Yesterday New York: Bantam Books. Allen, F.L.	Film: "Land of Promise" AFL - CIO

	A. V. MATERIALS	TEACHER'S NOTES
5	Film: "Federal Reserve System" 20 minutes EBF	
and).	Filmstrip: "Role of the Federal Reserve System--Credit Market" Joint Council	
on	Record: "Life History of the U.S." (Record 9 - 1901-1917) No. 251	
	Film: "Land of Promise" AFL - CIO	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
II. The Aftermath of the War	Changes in America's financial position	Each ing and his'
A. Peace Brings Change	Laisse-faire	1
B. The International Setting	Inflation	
	Overspeculation	2
C. American Industry	To understand some of the weakness in the national economy system.	NOTE: dent simil probl
D. American Agriculture		
E. Problems of Labor		Make that ness
F. International Finance		Imagi any c to bu Outli pamph gress contr
		Make were

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UDIES

IVES	ACTIVITIES
a's n	Each student should analyze the following two statements as to their validity and produce adequate research to prove his conclusions: 1. "It was the farmer's efficiency, not his inefficiency, which caused many of his economic troubles after World War I." 2. There were "depressed areas" and unemployment during the 1920's when the United States was enjoying prosperity in the fields of industry and business.
me of the system.	NOTE: The teacher should help the student see the relationship and the similarities between these problems and problems existing today.
	Make a series of newspaper headlines that would tell the history of the business boom of the Twenties.
	Imagine yourself public relations man for any one of the industries that helped to build the business boom of the Twenties. Outline the material for an advertising pamphlet in which you indicate the progress made by your industry and its contribution to American life.
	Make a list of the reasons that the 1920's were called the "Golden Twenties."
-	

READINGS	A. V. MATERIALS
(L) 973 Sha Shannon, David. *The Great Depression.* Prentice-Hall. Englewood Cliffs, N.J. 1960.	
(L) 973.9 Slo Slosson, Preston. *The Great Crusade and After, 1914-1928.* New York: Macmillan. 1930.	Filmstrip: "Woodrow Wilson: Idealism and American Democracy" Parts I a II. 973.91(2) SCFS
(L) Mowry. *The Twenties: Fords, Flappers, and Fanatics.*	
	Transparency "The Business Cycle" No. of U.S. History Transparency Se A-V.

	A. V. MATERIALS	TEACHER'S NOTES
The n. Engle- J. 1960.		
on. The and 28. millan.	Filmstrip: "Woodrow Wilson: Idealism and American Democracy" Parts I and II. 973.91(2) SCFS	
enties: s, and		
	Transparency "The Business Cycle" No. 68 of U.S. History Transparency Set. A-V.	

CONTENT	CONCEPTS/OBJECTIVES	
III. Capitalism Fails		
A. How the Crash Came		**No. 12: Great
B. Rejection of Capitalism USSR	Proletariat	Report: Wh make to the
War Communism		
State Socialism	Nationalization	Report: Us show how ec political a
Germany		
National Socialism	Totalitarian	Have an ill of the busi
C. The Market Collapses	Terrorism	In committe dustries of Report on r are still s
D. The Collapse of the Economy	Planned economy	
	Business cycle	
IV. America at the End of the Twenties		
	Over-production	
A. Industry		
B. Agriculture		
C. Foreign Trade		

CONCEPTS/OBJECTIVES	ACTIVITIES
	**No. 12: "The Stock Market Crash" *Great Depressions*. pp. 116-128.
roletariat	Report: What response did other nations make to the world depression?
ationalization	Report: Using Germany as an example, show how economic ills can lead to political and social ills.
otalitarian	Have an illustrated report on the phase of the business cycle.
errorism	In committee, find out which sick industries of the Twenties are still sick. Report on reasons why these industries are still sick.
lanned economy	
usiness cycle	
ver-production	

READINGS	A. V. MATERIALS
(C) *Capitalism and Other Economic Systems*. Ch. 2, 3. McGraw-Hill.	Film: "The '29 Boom and '30's Depr 15 minutes
(L) Seidler. *Norman Thomas: Respectable Rebel*.	
(L) Fleischman. *Norman Thomas. A Biography*.	Film: "Immigration in American's H tory" 113
(L) Shannon. *The Great Depression*.	
	Transparencies: "The Business Cycle 1800 - 1 Set No. 68(4) A-V Departmen make up.
	Filmstrip: "Business Cycle and Fiscal P YAF

A. V. MATERIALS	TEACHER'S NOTES
lm: he '29 Boom and '30's Depression" minutes McGraw	
lm: mmigration in American's His- ry" 113 E.C.	
ansparencies: he Business Cycle 1800 - 1964" No. 68(4) A-V Department will e up.	
lmstrip: siness Cycle and Fiscal Policy"	

CONTENT	CONCEPTS/OBJECTIVES	
D. Lessons the Nation Learned		
ADJUSTMENTS TO DEPRESSION AND WAR 1939-1945	Depression	**Refer to I Activities." American Hist pp. 69 - 72
I. The Years of Anxiety	Measuring depression	**No. 13: "T the Dep pressio
A. What was the Great Depression like?	A war economy and a depression economy	**No. 14: "G During Depress
U. S.		
Germany		**No. 15: "T Interpr pp. 150
B. The Impact of War		
U. S.		In committee find out (a) Depression o city and (b) these effects
Germany		
C. Economic Welfare from 1929 - 1940		
U.S.		
Germany		
D. Origin of Depression		

AMERICAN STUDIES

CEPTS/OBJECTIVES	ACTIVITIES
ssion	**Refer to III, "Suggested Learning Activities." *Economical Forces in American History*. Teacher's Guide, pp. 69 - 72
ring depression	
	**No. 13: "The Social Consequences of the Depression" *Great Depressions*. pp. 129-139.
economy and a ssion economy	
	**No. 14: "Government and the Economy During the 1930's." *Great Depressions*. pp. 140 - 149.
	**No. 15: "The Great Depression: An Interpretation" *Great Depressions* pp. 150 - 158
	In committee, as a research project, find out (a) the effects of the Great Depression on your local community or city and (b) what was done to combat these effects.

READINGS	A. V. MATERIALS
Basic Text, Ch. 36 and Book VI, 1930 - 1945 from Economic Forces in American History	Film: "Bank Holiday Crisis of 1933"

A. V. MATERIALS	TEACHER'S NOTES
ilm: Bank Holiday Crisis of 1933"	

CONTENT	CONCEPTS/OBJECTIVES	A
E. The Great Depression in Historical Perspective	Responsible government	
F. The Role of the Government	Understand that governmental views change with change in views of the people.	
U. S.		
Germany	General welfare	
Extremism		
Structural weakness	The government and counter-cyclical fiscal policy	
Public attitude		
II. The Hoover Administration 1929 - 1933	Reparation	In what light wa similar to or di the U. S. in the
A. Possible Courses of Action	Problems of reparations and war debts frustrated the new democracies and prevented stability in these nations.	How did Germany t lems produced or Depression?
B. The Courses the Government Took		After the beginni to whom did the G solution to their
C. The Effects of Hoover's Policies	Realize the part economics plays in international relations.	
		Interview several during the Great for their experie during it. Sum u

TS/OBJECTIVES	ACTIVITIES
ible government	
and that govern- views change with n views of the	
welfare	
rnment and -cyclical fiscal	
ion	In what light was Germany's economy similar to or different from that of the U. S. in the 1920's and 1930's?
of reparations debts frustrated democracies and d stability in ations.	How did Germany try to solve the problems produced or made worse by the Depression?
	After the beginning of the Depression, to whom did the Germans turn for a solution to their problems?
the part s plays in tional relations.	
	Interview several persons who were living during the Great Depression, asking them for their experiences and observations during it. Sum up their answers for the class.

READINGS	A. V. MATERIALS
Meyers: Sources of the American Republic, Vol. 2. "Technology and Social Inventions" and "Politics of Normalcy"	Filmstrip: "Great Depression and the New Deal" 973.9(7) CFS A.V.
Refer to Teacher's Manual for basic text, "Reading for Depth," p. 330.	
Refer to Teacher's manual for basic text, "Further Reading," p. 348.	

A. V. MATERIALS	TEACHER'S NOTES
mstrip: eat Depression and the New l" 9(7) CFS A.V.	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
III. The Roosevelt Administration. 1933 - 1945. A. The Alternatives B. Government Action C. The Results of Roosevelt's Policies	Franklin D. Roosevelt's election victory in 1932 showed that Americans were dissatisfied with Hoover's conservative governmental policies and wanted the government to take a more active role in solving the nation's problems and in bringing the depression to an end.	Problem: Under the ference o Viewpoint Investigat claims of the TVA c as a "ya reasonable sumers by Report: "
	The emphasis on the farmer	Round Tabl to represe business, labor, and this probl help the economy?
	Banking	
	Collective bargaining	
	Roosevelt's New Deal policies had profound economic, political, and social results--both at the time they were passed and for the future--and they put the nation on the road to economic recovery.	

ERICAN STUDIES

TS/OBJECTIVES	ACTIVITIES
D. Roosevelt's victory in 1932 hat Americans satisfied with conservative ntal policies ed the govern- take a more ole in solving on's problems and ing the depres- an end.	Problem: "Government and the Economy Under the New Deal: Unwarranted Interference or Necessary Regulation?" Viewpoints: USA. pp. 266 - 289 Investigate and report to the class the claims of public utility companies and the TVA concerning the value of the TVA as a "yardstick" to measure the reasonableness of the price charged consumers by private public power utilities. Report: "The old economy and the new"
asis on the	Round Table Discussion: Select students to represent the various views of business, organized labor, unorganized labor, and consumers in 1936, examining this problem: Did the New Deal really help the recovery of the American economy?
ve bargaining	
t's New Deal had profound , political, al results-- the time they sed and for the and they put the n the road to recovery.	

READINGS	A. V. MATERIALS
973.9 Allen, F.L. Since All Yesterday. Bantam (C)	Filmstrip: "FDR" Guidance Associa
(L) New Deal and the American People. Freidel	Transparency: "Banking and Credit"
(C) Billington. The Making of American Democracy, Vol. 2	Filmstrip: "F.D.R.: The Years Tha a Nation" Parts I and 973.9(5) SCFS
(L) Brogan. Era of F.D.R.; A Chronicle of the New Deal and Global War.	
(C) American Capitalism, Chapter 6	Record: "I Can Hear It Now. I. 1947"
(C) Readings in American History, Vol. 2. "Critics of the New Deal."	Filmstrip: "New Deal Era" 1933-194

	A. V. MATERIALS	TEACHER'S NOTES
Since Bantam	Filmstrip: "FDR" Guidance Associates	
he American	Transparency: "Banking and Credit"	
he Making of Vol. 2 F.D.R.; A Deal and	Filmstrip: "F.D.R.: The Years That Changed a Nation" Parts I and II. 973.9(5) SCFS A-V	
alism,	Record: "I Can Hear It Now. I. 1927-1947"	
erican Critics of	Filmstrip: "New Deal Era" 1933-1941. SVE	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
IV. The American Economy in War		Problems approach
A. Wartime Administration of the Economy	Inflation	1. S r t b
B. Fiscal Policies During the War	Rationing	2. S c p m
C. Reconversion		3. E " o p r
D. Conclusion		4. E c d c
PROBLEMS OF PROSPERITY AND LEADERSHIP 1945	Postwar Economy	5. Wh in
I. The Economy at War's End and Since		**Refer t Activit America pp. 82
A. Introduction		**Problem an econ time of the prob
87 B. The Return of Peace		**Problem and World cant chang economy. of these

CONCEPTS/OBJECTIVES	ACTIVITIES
	Problems for use in problem-solving approach to study the New Deal:
Inflation	1. Should the government ever raise or lower taxes in order to offset business boom and depressions?
Rationing	2. Should the government be more concerned with measures to promote stability or to promote economic growth?
	3. Explain the statement: "Inflation picks the pockets of creditors, savers, and people whose incomes are relatively fixed."
	4. Everyone knows that a dollar contains 100 cents. Why then do economists talk about the changing value of the dollar?
Postwar Economy	5. Why do debtors often welcome inflation?
	**Refer to III, "Suggested Learning Activities," *Economic Forces in American History*. Teachers Guide, pp. 82 - 85.
	**Problem: Why are the problems of an economy like that of U.S. during time of war almost the opposite of the problems in time of depression?
	**Problem: The period of depression and World War II resulted in significant changes in our economic life and economy. What are the most important of these changes?

READINGS	A. V. MATERIALS
Basic Text (C) Chapters 40, 42, and Book VII, 1945 - from Economic Forces in American History.	Film: "Automatic Machines" 25 minutes M.I.
	Bogdikian, Ben. In the Midst Plenty: The Poor in America. Beacon Press, Boston. (pb) Ne American Library.

A. V. MATERIALS	TEACHER'S NOTES
Film: "Automatic Machines" 25 minutes M.I.T. Bogdikian, Ben. In the Midst of Plenty: The Poor in America. Beacon Press, Boston. (pb) New American Library.	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	AC
C. The Economy Today		
II. The Search for Stability and High Employment	To show the effects of technological changes	Student reports General Motors,
A. The Public and Unemployment	To realize how modern science has increased the interdependence of the peoples of the world and need for international cooperation.	In committee, i the progress of fields.
B. The Role of the Government		A class visit t facturing or pr locality would mation about th resulting from trip is impossi to obtain an in charge, showing in automation. experience, the the characteris
C. How Stable? How Much Employment?	To see how scientists, doctors, and inventors of all nations have learned better ways to protect life and health.	
D. Some General Conclusions	To realize the extent to which science has affected the way the people of the United States earn a living and how they spend their leisure time.	You might write "The Mighty Ato Mankind." After briefly on the t the class may di be derived from as the dangers a Each student may one exhibit - a or a drawing - d energy. These m classroom displa
II. The Farm Problem Again		
A. The Land Made the Nation		

ICAN STUDIES

/OBJECTIVES	ACTIVITIES
s effects of cal changes	Student reports on Proctor and Gamble, General Motors, 3M, Howard Hughes.
how modern increased pendence of of the world r international .	In committee, investigate and report on the progress of automation in several fields.
scientists, d inventors ons have ter ways to e and health.	A class visit to a large automated manufacturing or processing plan in your locality would provide valuable information about the advantages and problems resulting from automation. If such a trip is impossible, you might be able to obtain an industrial film free of charge, showing the processes involved in automation. On the basis of this experience, the students may discuss the characteristics of automation.
the extent to ce has e way the he United a living and end their e.	You might write on the board the phrase "The Mighty Atom: The Hope and Fear of Mankind." After a student has reported briefly on the theory of atomic energy, the class may discuss the benefits to be derived from atomic energy, as well as the dangers and problems which arise. Each student may be asked to prepare one exhibit - a model, a chart, a cartoon, or a drawing - dealing with atomic energy. These may be arranged as a classroom display.

READINGS	A. V. MATERIALS
	Films: "Universe of Numbers" "Universal Machine" "The Control Revolution" "Engine at the Door" Indiana University
Refer to Teachers' Manual for basic text, "Reading for Depth" p. 398.	Filmstrip: "Agriculture: Then and Now"
Berle, Jr. *The 20th Century Capitolist Revolution*. Harvest Books	

	A. V. MATERIALS	TEACHER'S NOTES
	Films: "Universe of Numbers" "Universal Machine" "The Control Revolution" "Engine at the Door" Indiana University	
for	Filmstrip: "Agriculture: Then and Now"	
ry		

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACT
B. Specialization and Commercialization	To understand that the coming of automation has brought with it problems as well as benefits, a fact true of most scientific advances.	Have the class i other adults, as consider the mos in the community world since 1945 compile the answ class. Have the analyze the caus considered most
C. The Birth of the Farm Problem		
	The farm problem	
D. German Agriculture		1. What seems t farm populat number of fa vested, and on farms.
E. Enter, the Government		2. Does it seem farm surplus accumulate? on the chart
F. The Inequities		Look at films fr specific evidenc
		1. Applicati
G. Review the Problem		2. Productio
		3. Diversifi
IV. Economic Growth		4. Effects c
		5. Effects c
United States		
Germany		

ICAN STUDIES

/OBJECTIVES	ACTIVITIES
and that the automation has th it problems benefits, a of most advances.	Have the class interview parents and other adults, asking them what they consider the most significant changes in the community, the nation, and the world since 1945. Have a committee compile the answers and report to the class. Have the class then try to analyze the causes of the changes considered most significant.
roblem	1. What seems to be the trend in farm population, farm production, number of farms, farm acres harvested, and uses of machinery on farms. 2. Does it seem likely that the farm surplus will continue to accumulate? Base your answers on the charts on pages 830-831.
	Look at films from U.S. firms. What specific evidence did you note of: 1. Application of science 2. Production planning 3. Diversification 4. Effects of competition 5. Effects of consumer choices

READINGS	A. V. MATERIALS
	Film: "The Age of Specialization" 13 minutes McGraw-Hil
	Film: "The Challenge" 30 minut
(L) Hacker. Triumph of American Capitalism	Film: "Competition and Big Business" 22 min. EBF
	Filmstrip: "American Capitalism: A Flexibl and Dynamic System" 330(12) CFS A-V

A. V. MATERIALS TEACHER'S NOTES

e of Specialization"
tes McGraw-Hill

allenge" 30 minutes

ition and Big Business"
EBF

ip:
an Capitalism: A Flexible
amic System"
CFS A-V

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACTIVITIE
A. What Is Economic Growth?		Consult the charts and pages 834-837. (a) Ma the factors that have c to American industrial How do you think the in of atomic energy will a growth?
B. The Source of Growth		
C. Economic Growth Since 1945		Study the map on pages then make a list of the factors which have infl economic development (industrial, and commerc area in which you live answer against the map 833 and the map on pag
D. Increasing the Growth Rate		Collect data to prove statement that "Mankat toward industrializati
E. Clarifying Wants and Issues		
V. The U.S. and the International Economy		Do research projects c current consumer prote legislation pending, e
A. The Period Between Two Wars		
B. World War II and After		

S IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES	ACTIVITIES
	Consult the charts and the map on pages 834-837. (a) Make a list of the factors that have contributed to American industrial growth. (b) How do you think the industrial use of atomic energy will affect economic growth?
	Study the map on pages 820-821, and then make a list of the geographic factors which have influenced the economic development (agricultural, industrial, and commercial) of the area in which you live. Check your answer against the map on pages 832-833 and the map on pages 836-837.
	Collect data to prove or disclaim the statement that "Mankato is moving toward industrialization."
	Do research projects connected with current consumer protection needs, legislation pending, etc.

READINGS	A. V. MATERIALS
(C) Business Enterprises in the American Economy "Problems of an Industrial Society" pp. 85 - 99 and understand terms on pp. 99, 100. Editors of the Wall Street Journal. New Millionaires and How They Made Their Fortunes. Macmillan	Film: "The Land" 2 - 54 minutes McGraw-Hill
(C) American Capitalism "Appraising the American Economy" pp. 77-99	Film: "The Man Who Changed the World" 10 minutes. Teaching Film Custodian Filmstrips: "New Inventions and Industrial Development" 608(10) CFS A-V "New Processes Aid Industrial Development" 609 CFS A-V

A. V. MATERIALS	TEACHER'S NOTES
Film: "The Land" 2 - 54 minutes McGraw-Hill	
Film: "The Man Who Changed the World" 10 minutes. Teaching Film Custodian	
Filmstrips: "New Inventions and Industrial Development" 608(10) CFS A-V	
"New Processes Aid Industrial Development" 609 CFS A-V	

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACTIV
VI. Epilogue: The Issues for Today and Tomorrow	Role of the government	Student reports - Manual for basic t Depth" p. 398.
A. The Government Was Always There		
B. Some Unresolved Issues	Appreciate progress that has been made toward protection of the consumer.	
C. The Major Issues		

ERICAN STUDIES

PTS/OBJECTIVES	ACTIVITIES
the government	Student reports - refer to Teacher's Manual for basic text, "Reading for Depth" p. 398.
ate progress that made toward ion of the con-	

READINGS	A. V. MATERIALS	TEACHER'S NOTES
	Filmstrips: "Natural Resources and Industrial Development" 338(2) CFS A-V "Magic of Mass Production" 330 FS A-V "Labor Problems and New Areas of Industry" 331 CFS A-V	

REFORM MOVEMENTS

Unit II

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
I. Early Reform Movements: Post Civil War - 1900	Understand that man has the right and the responsibility to govern himself and improve himself.	Make a and TV public is need
A. Problem Areas		--pr of wo ja li ar
1. Big business	Recognize that change creates problems and that every generation is faced with changes accompanied by new problems.	--eva
2. Government	Muckraker	Let comm industri steel, r tion, an
Scandal in government		
Rule by minority in United States Senate	To assess the extent to which reformers may have succeeded or failed to bridge the gap between democratic ideals and the processes by which they operate.	A commit tion of followin Manual,
3. Farmers		**A two dividual various in Americ Peace Cr the New wherever writings, or below level.
Victimized by monopoly	The politics of the 1880's and 1890's was characterized by the rise of various reform and protest movements that advocated political and economic reforms.	
Victimized by his own productivity		**No. 8: Pol Pol pp.

	CONCEPTS/OBJECTIVES	ACTIVITIES
:	Understand that man has the right and the responsibility to govern himself and improve himself.	Make a list of today's writers and radio and TV commentators who are drawing public attention to areas where reform is needed.
	Recognize that change creates problems and that every generation is faced with changes accompanied by new problems.	--prepare bulletin board exhibit of examples of the way they work. e.g., headlines, book jackets, radio and TV program listings, clippings from articles, editorial comments. --evaluate the methods they use.
	Muckraker	Let committees study the rise of different industries during this period; oil, steel, rubber, automobiles, transportation, and communication.
n- in nate	To assess the extent to which reformers may have succeeded or failed to bridge the gap between democratic ideals and the processes by which they operate.	A committee can report on the contribution of the muckrakers, based on the following readings: Refer to Teachers' Manual, "Muckrakers," p. 284.
nopoly	The politics of the 1880's and 1890's was characterized by the rise of various reform and protest movements that advocated political and economic reforms.	**A two week experimental unit of individual lessons which concentrate on various types of reform and reformers in America from Abolitionism and the Peace Crusade to the Suffragettes and the New Deal. The reading makes use wherever possible of the reformers own writings, and is generally at average or below average high school reading level.
own		**No. 8: "William Marcy Tweed: Political Boss" Political Leadership in America. pp. 87-95. Scott-Foresman

READINGS

Basic Text, chapters 24, 26.

323.2 Go — Goldman, Eric F. *Rondezvous With Destiny* Vintage. (A perceptive description of modern American Reform movements.) Knopf, 1952.

(C) *Rise of the American Nation*. "The Trusts" Readings, pp. 202-210. Vol. II, 1968.

973.8 Fau — Faulkner, Harold. *Politics, Reform and Expansion, 1890-1900*. Harper, 1959

973.91 (C) — Hofstadter, Richard. *The Age of Reform: From Bryan to FDR*. Knopf, 1955.

329 Wei (C) — Weinberg, A.M. and Lila. *The Muckrakers, 1902-1912*. Capricorn Books, 1964.

(L) Josephson. *The Robber Barons*.

(C) *Rise of the American Nation*. Vol. II., 1968. "The Issue of Political Corruption" Readings, pp. 241-245.

(C) *Winds of Change: Reformers and Reforms in America*. Boston: D.C. Heath and Company.

A. V. MATERIALS

Filmstrip:

"Political and Social Reform 1870-1916"

Record:

"Captains of Industry"

Film:

"The Tiger's Tail"

	A. V. MATERIALS	TEACHER'S NOTES
26. stiny ptive ern re- 52.	**Filmstrip:** "Political and Social Reform, 1870-1916" SVE	
f" 0.	**Record:** "Captains of Industry"	
d 0. d.		
Lila. 2-1912. 54. per		
1968. ical s, in .C.	**Film:** "The Tiger's Tail"	

CONTENT	CONCEPTS/OBJECTIVES	
Lack of cohesion	Understand that as citizen of a democracy, all must obey the laws and use only lawful means to correct injustices.	Write an invisible Ring, or
4. Social problems		Using Cha 1. Consu answe What agric colon Compa in tr and m would gress time?
B. Attempted Solutions	Recognize that freedom of inquiry, speech, and press is important.	
1. Government regulation of trusts	Farmers formed a number of organizations to improve their situations.	
2. Political reform	The government did little to help the farmers.	2. Refer in an Compa 1850 incre size (d) What the c
a. President Hayes		
	Regulation	
b. Civil-Service reform		Read any Then writ reasons w commend t
c. President Cleveland		Make a ch you indic their nam muckrakin sought to to correc
d. Reed's Rules		

CONCEPTS/OBJECTIVES	ACTIVITIES
Understand that as citizen of a democracy, all must obey the laws and use only lawful means to correct injustices.	Write an editorial attacking (a) invisible government, (b) the Tweed Ring, or (c) the apathy of voters.
	Using Charts:
Recognize that freedom of inquiry, speech, and press is important. Farmers formed a number of organizations to improve their situations.	1. Consult chart 1 on pp. 834-835 in answering these questions: (a) What major advances in American agriculture were made between colonial times and 1900? (b) Compare these with the advances in transportation, communication, and manufacturing. (c) How would you explain the slower progress in agriculture at this same time?
The government did little to help the farmers.	2. Refer to charts 5 and 6 on p. 831 in answering the following: (a) Compare the number of farms in 1850 and 1900. (b) Explain the increase. (c) Compare the average size of farms in 1850 and 1900. (d) Explain the decrease. (e) What connection is there between the charts?
Regulation	Read any muckraking book of this period. Then write a review, giving specific reasons why you would or would not re commend the book to others.
	Make a chart on the muckrakers in which you indicate in parallel columns (a) their names, (b) the names of their muckraking books, (c) the evils they sought to expose, and (d) your proposals to correct such evils.

READINGS

(L) American History Illustrated. October, 1967. "Thomas Nast, Pioneering Cartoonist" p. 50.

(C) 909.82 Tuc The Proud Tower. Tuchman, B.H.

(L) Saloutos. Farmer Movements in the South 1865-1933.

(C) Readings in American History - A Sense of the Past. No. 24. Macmillan.

(C) Rise of the American Nation. Vol. II, 1968. "The Farmer in Troubled Times" Readings, pp. 225-232.

301 Swa Swados. Years of Conscience. The Muckrakers. World Publishing Company.

(L) Sinclair, Upton. The Jungle. New American Library. Signet.

(C) Rise of the American Nation. Vol. II, 1968. Readings - "The Possibility of Reform" and "The Reform Movement" pp. 345-359.

(C) New Perspectives in American History. "The Progressive Movement: Traditional Reform" Macmillan.

A. V. MATERIALS

Transparency No. 23. (Shows population growth and shift to urban living.)

Transparency No. 56. "Decline of Agricultural Population and Urban Growth"

A. V. MATERIALS	TEACHER'S NOTES
Transparency No. 23. (Shows population growth and shift to urban living.)	
Transparency No. 56. "Decline of Agricultural Population and Urban Growth"	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
3. Formation of farm organizations		Imagine teenth c report t tions fo facing y report t be hurdl
a. Grange movement		
b. Farmer alliances		Using answer t (a)
c. Greenbacks		(b) (c)
d. Bland-Allison Act		
e. Populists		Trace hi up until, chart be 3rd Part Candidat
4. Reformers and social workers	Appreciate contributions of individuals and groups who have worked to improve our country.	
5. Welfare capitalism	Develop skills of critical analysis.	To a com as the C publishe (b) an a or (d) a

CONCEPTS/OBJECTIVES

ppreciate contributions
f individuals and
roups who have worked
o improve our country.

evelop skills of
ritical analysis.

ACTIVITIES

Imagine yourself mayor of a late nineteenth century American city. Write a report to the citizens on your suggestions for solving each of the problems facing your city. Indicate in your report the obstacles that will have to be hurdled in realizing your aims.

Using charts 6 and 8 on pp. 826-827, answer the following:

(a) How did average life expectancy change between 1790 and 1900?

(b) Explain the reasons for this change.

(c) Summarize the shift from rural to urban population during the period 1790-1900 and explain why this shift took place.

Trace history of Third Party Movement up until the last election by means of chart below:

3rd Party Candidate	Objectives	Basic Issues	Effect on Major Parties' Election	Accomplishment

To a committee - compose a newspaper such as the Grange or the Populists might have published. Contribute (a) an editorial, (b) an advertisement, (c) a news article, or (d) a cartoon.

116

READINGS	A. V. MATERIALS
(L) Nevins. Century of Political Cartoons.	
(L) Faulkner. Politics, Reform, and Expansion, 1890-1900.	
(L) Buck. The Agrarian Crusade.	
Hesseltine, William B. Third Party Movements in the United States. Anvil, 1962.	
Refer to Teacher's Manual of basic text for suggested readings. "Progressivism" p. 284.	Record: Jane Addams of Hull House. National Association of Secondary School Principals.
(C) A Sense of the Past. "The Grange Meetings" p. 304.	
(C) Living American Documents. "The Populist Party Platform" Harcourt-Brace.	
329 Hic Hicks: Populist Revolt. U of Nebraska Press, 1961.	

A. V. MATERIALS	TEACHER'S NOTES
Record: Jane Addams of Hull House. National Association of Secondary School Principals.	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
		For a compo vestigate (Ignatius Do (d) "Pitchf "Bloody Bri "Sockless J should indi differences especially Populist Mo
II. Progressive Movement	The progressive movement was a large-scale attack on the abuses that industrialization had brought about.	Investigate the followi governors: Jones, (b) lock, (d) S LaFollette, Albert B. C Hughes, (i) William Sim progressive report indi (2) the obs the extent aims.
	Mass support for the progressives was due in part to the work of crusading "muckrakers."	Report: On achieved du Chancellor.
		After study social and nineteenth how your st Use picture sources as
	Progressives instituted political reforms at the local, state, and national levels of government.	**No. 6: " Refor Probl pp.

BJECTIVES	ACTIVITIES
	For a composite committee report, investigate (a) Mary Ellen Lease, (b) Ignatius Donnelly, (c) James B. Weaver, (d) "Pitchfork Ben" Tillman, (e) "Bloody Bridles" Waite, and (f) "Sockless Jerry" Simpson. The report should indicate similarities and differences in their careers and ideas, especially as these pertain to the Populist Movement.
ive movement -scale attack s that in- ion had t.	Investigate the career of any one of the following progressive mayors or governors: (a) Samuel M. "Golden Rule" Jones, (b) Tom Johnson, (c) Brand Whitlock, (d) Seth Low, (e) Robert M. LaFollette, (f) Hiram S. Johnson, (g) Albert B. Cummins, (h) Charles Evans Hughes, (i) "Alfalfa Bill" Murray, (j) William Simon U'Ren, or (k) any other progressive mayor or governor. In your report indicate (1) the man's aims, (2) the obstacles he faced, and (3) the extent of his achievement of his aims.
for the was due in work of uckrakers."	Report: On the social welfare measures achieved during Bismarck's era as Chancellor.
	After studying illustrative material on social and cultural life of the late nineteenth century, write a report on how your study illuminates the period. Use picture books and as many other sources as possible.
institute eforms at the , and vels of govern-	**No. 6: "Why Progressivism?" Reform in America. Scott-Foresman Problems in American History, pp. 59- 72.

READINGS	A. V. MATERIALS
Ware, Louise. Jacob H. Riis: Police Reporter, Reformer, Useful Citizen. Appleton, Century, 1938.	
(C) Reinfeld, Fred. The Great Dissenters. Crowell, 1959.	
Basic Text: Chapters 27, 28, and 29.	
(C) Panorama of the Past Vol. II, Ch. II. Houghton-Mifflin.	
(C) The Human Adventure. Vol. II. p. 17. "The Chartists Present a Petition." p. 20 "The Objects and Methods of the Fabian Society." p. 22 "The Improvement in the Conditions of the British Working Class."	
(L) Faulkner. The Quest for Social Justice, 1898-1914.	
973 Hof Hofstadter, Richard. The Progressive Movements, 1900-1915. Prentice-Hall.	
331.83 Rii Riis, Jacob. How the Other Half Lives.	
	Transparency: "Progressive Era, 1890-1915" No. 61 of U.S. History Transparency Set. (H.S.)

A. V. MATERIALS	TEACHER'S NOTES
Transparency: "Progressive Era, 1890-1915" No. 61 of U.S. History Transparency Set. (H.S.)	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
A. T. Roosevelt Square Deal Reforms	Slum-clearance programs, the establishment of settlement houses and playgrounds, and the temperance movement emphasized the progressives' concern for social and moral welfare.	After rea Other Hal to the cl most trag in a big **No. 8: Refo
1. Business 2. Cities 3. Government 4. Farmers 5. Conservation	Presidents Roosevelt, Taft, and Wilson all supported reform legislation.	Committee dent Theod --What of le the U --Why w --State peopl **No. 9: Refor Committee areas wher government mittee repo ful the for reasons why up, and wha made for in government. Report: Lo areas of re members, te

CONCEPTS/OBJECTIVES	ACTIVITIES
Slum-clearance programs, the establishment of settlement houses and playgrounds, and the temperance movement emphasized the progressives' concern for social and moral welfare.	After reading all or part of How the Other Half Lives by Jacob Riis, report to the class on what you consider the most tragic aspects of tenement life in a big city. **No. 8: "Restraining the Trusts" Reform in America, pp. 84 - 95.
Presidents Roosevelt, Taft, and Wilson all supported reform legislation.	Committee report on leadership of President Theodore Roosevelt. --What seemed to be his concept of leadership as President of the U.S.? --Why was he controversial? --Statements about him by famous people of his period. **No. 9: "Aiding the Unprotected" Reform in America. pp. 96 - 108. Committee Research Project: Investigate areas where the various types of city government have been tried. The committee report should sum up how successful the form of government has been, reasons why some cities have given it up, and what recommendations have been made for improving each type of city government. Report: Local city government structure, areas of responsibility, current issues, members, terms.

READINGS	A. V. MATERIALS
(C) Abraams, Richard. The Issue of Federal Regulation in the Progressive Era. Rand-McNally. 1963.	Film: "The Life and Times of Tedd Roosevelt" McGraw-Hill
Green, Constance. American Cities in the Growth of the Nation. Colophan.	
(C) Steffens, Lincoln. The Shame of the Cities. American Century.	
(C) Roehm, Wesley A. The Status Revolution and the Progressive Movement. Heath, 1965.	Transparencies: "The Progressive Era, 1900-1 No. 61(2) A. V. Dept. will make up.
Refer to teacher's manual of basic text for suggested readings, p. 286.	
(C) Living American Documents "...The New Nationalism" Harcourt-Brace.	
Lowitt, Richard. George W. Norris: The Making of a Progressive, 1861-1912. Syracuse U Press.	
(L) American History Illustrated. December, 1967. "Theodore Roosevelt: Conservationist" p. 36.	
(L) Howland. Theodore Roosevelt and His Times.	
(C) Rise of the American Nation. Vol. II. 1968. Readings, "Conservation of Natural Resources" pp. 260-[illegible]	

A. V. MATERIALS	TEACHER'S NOTES
Film: "The Life and Times of Teddy Roosevelt" McGraw-Hill Transparencies: "The Progressive Era, 1900-1915" No. 61(2) A. V. Dept. will make up.	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. Taft Reforms		**No.
1. Business		A roun the top busting Americ
2. Government		Select to pres Theodor the pre
3. Conservation		Have st Reserv
		1. 2. 3. 4.
		Let a c signed The com case of
		Check th Meat In Drug Ac class.
		**No.

CONCEPTS/OBJECTIVES

ACTIVITIES

**No. 7: "Attacks on Political Evils"
Reform in America. pp. 73-83.

A round table discussion may be held on the topic, "The Effectiveness of Trust-busting in Preserving Competition in American Industry."

Select a committee of five "reporters" to present and lead the discussion on Theodore Roosevelt the man, the soldier, the president, the author, the hunter.

Have students do research on the Federal Reserve System on the following:

1. Structure of the system
2. Powers and duties of system
3. Methods of operation
4. How does this differ from previous systems?

Let a committee study the federal laws designed to regulate the railroad industry. The committee should evaluate the effectiveness of this legislation.

Check the story behind the passage of the Meat Inspection Act and the Pure Food and Drug Act. Report your findings to the class.

**No. 10: "Progressivism: An Evaluation"
Reform in America. pp. 109-120.

READINGS	A. V. MATERIALS
(L) Ginger. *Age of Excess; the U.S. from 1877-1914.*	
N	*Filmstrips:* "More Wild Life Through Soil and Water Conservation" 333.7(2)FS (H.S.) "Natural Resources and Industrial Development" 338.2 CFS (H.S.)

A. V. MATERIALS	TEACHER'S NOTES
Filmstrips: "More Wild Life Through Soil and Water Conservation" 333.7(2)FS (H.S.) "Natural Resources and Industrial Development" 338.2 CFS (H.S.)	

CONTENT	CONCEPTS/OBJECTIVES	
C. Wilson, "New Freedom" Reforms	Recognize that progress is often accomplished by a series of slow, small, steps.	Study the c the role as (a) Theodor (c) Wilson. toon based report on t toons studi
1. Business and banking		The Income
2. Farmers		(a) Bri of to (b) Wha fed
3. Government		in Civ the were unc
a. Income tax		(c) Wha in pro dec (d) Why list inc (e) When fina prov (f) What reve tax Have student National

CONCEPTS/OBJECTIVES	ACTIVITIES
Recognize that progress is often accomplished by a series of slow, small, steps.	Study the cartoons in various books on the role as a progressive of President (a) Theodore Roosevelt, (b) Taft, or (c) Wilson. Either draw your own cartoon based upon this study or write a report on the significance of the cartoons studied.
	The Income Tax: (a) Briefly summarize the history of the income tax from 1800 up to the Civil War. (b) What revenue measures did the federal government pass in 1861 in order to help finance the Civil War? How successful were these measures? When and why were they financially declared unconstitutional? (c) What new revenue act was passed in 1894? What were its major provisions? Why was it later declared unconstitutional? (d) Why did such groups as the Populists demand a graduated federal income tax? (e) When was the Sixteenth Amendment finally passed? What did it provide? (f) What proportion of the federal revenue comes from the income tax today?
	Have students fill out chart:

Progressive Reforms

National	State	Local

READINGS	A. V. MATERIALS
(C) Rozwenc, Edwin C. *Roosevelt, Wilson, and the Trusts*. Refer to teacher's manual basic text for suggested readings, p. 294.	Filmstrip: "Woodrow Wilson: Idealism and American Democracy" Parts I and II. 973.91(1) SCFS 973.91(2) SCFS (H.S.) "New Freedom and World War I" 973.9(5) CFS (H.S.)

	A. V. MATERIALS	TEACHER'S NOTES
d	Filmstrip:	
nual ted	"Woodrow Wilson: Idealism and American Democracy" Parts I and II. 973.91(1) SCFS 973.91(2) SCFS (H.S.)	
	"New Freedom and World War I" 973.9(5) CFS (H.S.)	

CONTENT	CONCEPTS/OBJECTIVES	
		St Fr
		Th ha has thi pli
b. Prohibition	Prohibition	The
		The
		((

CONCEPTS/OBJECTIVES	ACTIVITIES
	Students could report on Wilson's "New Freedom" Program.
	Theodore Roosevelt and Woodrow Wilson have been labeled liberals while Taft has been called a conservative. Check this generalization against the accomplishments of each of the presidents.
Prohibition	The Prohibition Movement (a) The Early Temperance Crusade (b) Post-Civil War Revival (c) The Anti-Saloon League (d) The Prohibition Amendment The long campaign to prohibit the manufacture and use of intoxicating liquors for beverage purposes might be explored in this study.
	The Prohibition Movement (a) When was the Prohibition Party founded? What was its primary objective? What other measures did it advocate? Where did it receive its strongest support during the 1870's? (b) When and why was the Woman's Christian Temperance Union founded? Who was its foremost leader? (c) Describe the objectives of the W.C.T.U.

READINGS	A. V. MATERIALS	TEACHER'S NOTE
American History Illustrated. February, 1968. "Carry Nation - Saloons' Nemesis" p. 13		

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
		The Prohibiti (a) When, Anti- (b) What Anti- hope (c) Descr and f Leagu found Have students a. The ad Eighte b. The Bo D.C. c. The Te
III. Post-World War I America	Harding's administration was characterized by scandals and by weak political leadership. At the same time, the nation seemed little interested in reform or in liberties guaranteed by the Constitution.	**Problem: Re lead to greate prohibition ga serious curren **No. 10: "Th Brown an Research History.
A. Reforms in the 20's	President Coolidge frowned upon governmental action.	**No. 12: "Ro surgent Leadersh 132.
	Rapid changes took place in American industry and life generally.	**No. 13: "Hu Politici ship in

CONCEPTS/OBJECTIVES	ACTIVITIES
	The Prohibition Movement (a) When, where, and by whom was the Anti-Saloon League founded? (b) What were the major aims of the Anti-Saloon League? How did it hope to achieve these aims? (c) Describe briefly the successes and failures of the Anti-Saloon League from the time of its founding up to 1919.
	Have students report on the following: a. The adoption and repeal of the Eighteenth Amendment b. The Bonus Army march on Washington, D.C. c. The Teapot Dome scandal.
Harding's administration was characterized by scandals and by weak political leadership. At the same time, the nation seemed little interested in reform or in liberties guaranteed by the Constitution.	**Problem: Reform attempts occasionally lead to greater social ills. Show how prohibition gave rise to one of our most serious current problems. **No. 10: "The Fight Against Alcohol" Brown and Brown. Let's Find Out. Research Assignments in American History. Scribner. pp. 35-36.
President Coolidge frowned upon governmental action.	**No. 12: "Robert M. LaFollette: Insurgent in Politics" Political Leadership in America. pp. 124-132.
Rapid changes took place in American industry and life generally.	**No. 13: "Huey P. Long: Agitator or Politician?" Political Leadership in America. pp. 133-143.

READINGS	A. V. MATERIALS
(L) Rollins. *Woodrow Wilson and the New America*.	
Basic text. Chapters 33, 35, 36, 37 and read "The Weimar Republic"	*Film*: "The Women Get the Vote. 27 minutes. McGraw-Hill
Rozwenc, Edwin C. *The 1920's Rhetoric or Reality?* 1964.	
(L) *American History Illustrated*. *January, 1968*. "Coolidge and the Teapot Dome Mess" p. 14.	
(L) Allen. *The Big Change; AmericanTransforms Itself* 1900-1950.	

A. V. MATERIALS	TEACHER'S NOTES
m: e Women Get the Vote. minutes. McGraw-Hill	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
1. Scandals in Harding's administration	The Great Depression came as a shock to most Americans.	In committ clubs in y members an asking suc be done to tive as a suggestion people wis Pool and e
2. Return to normalcy	The depression was caused by fundamental economic problems which had remained unsolved for too long.	
3. Hoover's laissez-faire theory	Public morality	Compare th of the 190 gressives tent have American l
4. Social changes in the 20's	Corruption	Let a comm scandals c administra consider (treatment lesson lea
5. Business prosperity and agricultural depression in the 1920's.	To show the effect of World War I on the ideals of Americans.	
	Laissez faire	Interview during the them to de of the pe their answ
	To show why many Americans wanted to go back to conditions as they were before World War I	Have a bu 1920's. sports he houses, ne etc.
	To understand the changing ideals and values in our society.	For a com Golden Tw several h

CONCEPTS/OBJECTIVES

e Great Depression me as a shock to most ericans.

e depression was used by fundamental onomic problems which d remained unsolved r too long.

blic morality

rruption

show the effect of rld War I on the eals of Americans.

issez faire

show why many ericans wanted to go ck to conditions as ey were before World ar I

understand the anging ideals and lues in our society.

ACTIVITIES

In committee, visit various political clubs in your community. Interview members and, if possible, officers, asking such questions as, "What can be done to make politics more attractive as a profession? and "What suggestions would you offer to young people wishing to enter politics? Pool and evaluate the answers.

Compare the program of the Progressives of the 1900's with that of the Progressives of the 1920's. To what extent have these parties influenced American life?

Let a committee compare the corruption scandals of the Grant and Harding administrations. The committee should consider (a) reasons for graft (b) treatment of accused persons, and (c) lesson learned.

Interview three persons who were living during the Twenties, asking each of them to describe his or her memories of the period. Compile and compare their answers.

Have a bulletin board display on the 1920's. Include: styles, song hits, sports heroes, cars, appliances, houses, newspapers, movies, books, etc.

For a committee-made mural on the Golden Twenties submit sketches of several highlights.

READINGS	A. V. MATERIALS
(C) *Rise of the American Nation*. Vol. II, 1968. Readings - "Problems of the 1920's" pp. 535-547	
Reading for Depth. Suggested Readings in Teacher's Manual. p. 329	
(C) Sinclair, Andrew. *Era of Excess: A Social History of the Prohibition Movement*. Colophan.	
973.91 Le (C) (L) Leuchtenburg, William E. *The Perils of Prosperity: 1914-1932*. U of Chicago Press, 1958.	Film: "The Golden Twenties" 2 parts 67 minutes McGraw-Hill
973.91 GA (L) Galbraith, Kenneth. *The Great Crash, 1929.* 2nd Ed. Houghton, 1961.	
973 Sha Shannon, David. *The Great Depression*. Prentice-Hall, 1960.	Filmstrip: "Prosperity and Depression"
Reading for Depth. Suggested readings in Teacher's Manual, p. 330.	Film: "Boom and '30's Depression" 14 min. McGraw-Hill
New Dimensions in American History. *Responses to Economic Collapse: The Great Depression of the 1930's*. Merrill and Halsey.	

A. V. MATERIALS	TEACHER'S NOTES
ilm: The Golden Twenties" 2 parts 7 minutes McGraw-Hill	
ilmstrip: Prosperity and Depression"	
ilm: Boom and '30's Depression" 4 min. McGraw-Hill	

IIπ REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. The Depression	To understand why crime increased.	Possible 1. Th
1. Characteristics	Women were beginning to receive more freedom and rights.	2. Sc th re
2. Causes	Falling farm prices	Report: "
	Inflation	Have an il the busine
3. Effects	Over-speculation	**No. 11: Refo
	Technology	
4. Hoover's administration response to depression	Mechanization	Report: E and his go of whether
	Depression	Under what be willing political f exchange fo
	Stock market crash	
	Business cycle	Report: "C I
	The collapse of the stock market marked the beginning of the worst economic depression the American people have ever known.	**No. 12: versu Ameri
	Weaknesses in the nation's economic system.	

ONCEPTS/OBJECTIVES	ACTIVITIES
understand why crime reased.	Possible Reports: 1. The effects of Prohibition.
en were beginning to eive more freedom rights.	2. Scandals that developed during the 1920's and analyze public reaction.
ling farm prices	Report: "Principal Causes of the Great Depression"
lation	Have an illustrated report on phases of the business cycle.
r-speculation	**No. 11: "The Impact of the Depression Reform in America. pp. 121, 132.
hnology	Report: Evaluate Hoover's philosophy and his governmental actions in terms of whether or not they were consistent.
hanization	
ression	Under what circumstances might persons be willing to give up some degree of political freedom and independence in exchange for economic security?
ck market crash	
iness cycle	Report: "Communist Party of USA in 1930's."
collapse of the ck market marked the inning of the worst nomic depression the rican people have ever own.	**No. 12: "Clash of Ideas: Roosevelt versus Hoover" Reform in America. pp. 133-140.
knesses in the ion's economic system.	

	READINGS	A. V. MATERIALS
(C)	Brown and Brown. *Impressions of America*. Vol. 2. Sections 2 and 3. Harcourt Brace.	
(L)	Wecter. *Age of the Great Depression, 1929-1941*.	"The 1930's Air Power" Series Air Force
(C)	*A Sense of the Past*. No. 28, "Crash" p. 418 Macmillan.	
(C)	*Rise of the American Nation*. Vol. II, 1938. Readings, "Economic Collapse and Prospects for Recovery"	"Life in the 1930's" NBC Project 20 I and II U of Minn.
	Steinbeck. *Grapes of Wrath*.	
		Filmstrip: "Great Depression and the New Deal" 973.9(7) CFS (H.S.)
(L)	*The Shameful Years*	
	See U.S. Department of Documents Catalog in library.	

	A. V. MATERIALS	TEACHER'S NOTES
own. Im- America. ions 2 and Brace.		
of the Great 1929-1941.	"The 1930's Air Power" Series Air Force	
he Past. sh" p. 418		
American II, 1938. conomic Prospects "	"Life in the 1930's" NBC Project 20 I and U of Minn. II	
Grapes of		
	Filmstrip: "Great Depression and the New Deal" 973.9(7) CFS (H.S.)	
Years		
artment of talog in		

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	AC
	The stock market crash came as a great shock to the majority of Americans.	
	Hoover and many economists believed the depression came chiefly because industry failed to pass the benefits of its improvements to the customer.	
	Hoover and Congress took more drastic action than they had been willing to take before.	
	There were some signs of unrest and even revolt.	
IV. The New Deal	Understanding the flexibility of the U.S. Constitutuion	**No. 13: "The Refo 153.
	To understand that the responsibilities of the government were greatly increased under the New Deal.	Case Study: "T c
	To realize that the United States coped with the serious problems of the depression without sacrificing its fundamental democratic institutions.	Use the followi various New Dea New Problems
	To understand the depth of feeling aroused by the New Deal among its supporters and opponents.	

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CONCEPTS/OBJECTIVES	ACTIVITIES
The stock market crash came as a great shock to the majority of Americans.	
Hoover and many economists believed the depression came chiefly because industry failed to pass the benefits of its improvements to the customer.	
Hoover and Congress took more drastic action than they had been willing to take before.	
There were some signs of unrest and even revolt.	
Understanding the flexibility of the U.S. Constitutuion	**No. 13: "The First New Deal" Reform in America, pp. 141-153.
To understand that the responsibilities of the government were greatly increased under the New Deal.	Case Study: "The New Deal and the Role of Government"
To realize that the United States coped with the serious problems of the depression without sacrificing its fundamental democratic institutions.	Use the following chart to organize the various New Deal reforms: New Deal Activities
To understand the depth of feeling aroused by the New Deal among its supporters and opponents.	

Problems	Reform Measures

	READINGS	A. V. MATERIALS
(L)	Brogan. *Era of F.D.R.: A Chronicle of the New Deal and Global War*.	
	Davis, Wallace. *The New Deal Interpretations.* New York: Macmillan.	
(C)	Eames, E.A. *Case Studies in American History.* p. 77. Educator's Publishing Service.	
(C) 335 Mor	Morgan, H. Wayne. *American Socialism, 1900-1906*. Prentice-Hall, 1964.	
(L)	Freidel. *New Deal and the American People*. (Eyewitness accounts) Prentice-Hall, 1964.	*Filmstrip*: "F.D.R.: The Years That Changed a Nation" Parts I and II 973.9(4) SCFS (H.S.) 973.9(5) SCFS
(C)	*Rise of the American Nation*. Vol. II, 1968. Readings, "Evaluation of F.D.R. and the New Deal" pp. 563-568	
973 Fre	*The New Deal and the American People*. Freidel, F., ed. "Excitement of the 100 Days" "Relief...." "Great Drive Toward Recovery" "Growing Emphasis Upon Reform" "Businessmen View..." "Turbulent Second Four Years" "The New Deal at the Polls" Prentice Hall, 1964.	*Transparency*: "The New Deal" No. 70 of U.S. History Transparency Set (H.S.) *Transparency No. 4*: "Banking and Credit"

A. V. MATERIALS	TEACHER'S NOTES
lmstrip: D.R.: The Years That Changed ation" Parts I and II .9(4) SCFS (H.S.) .9(5) SCFS	
nsparency: e New Deal" 70 of U.S. History Trans- ency Set (H.S.)	
nsparency No. 4: nking and Credit"	

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UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
	To understand the methods and laws used by the Roosevelt administration to bring about reform.	From Docu edited by Supreme C Deal days the case, decision reasoning tions.
A. Reform		**Problem
1. FDIC		
2. FRB		Interview Deal proje to the cla
3. SEC		Suggested Bowl, Hard
		**No. 8:
4. Social Security		
		Hold a deb turning th over to pr

CONCEPTS/OBJECTIVES	ACTIVITIES
o understand the ethods and laws used by he Roosevelt adminis- ration to bring about eform.	From Documents of American History, edited by H.S. Commager, select any Supreme Court decision rendered in New Deal days. Report on (a) the facts of the case, (b) the reasoning in the decision and (c) your opinion of this reasoning, plus (d) today's implications.
	**Problem: Government and the economy under the New Deal: Unwarranted interference or necessary regulation? Viewpoints, U.S.A. p. 266-287.
	Interview persons who worked on any New Deal project. Report their experiences to the class.
	Suggested research topic: "The Dust Bowl, Hard Years for the Farmers."
	**No. 8: "TVA: Public Planning and Private Enterprise" Ideas in Conflict Scott-Foresman pp. 112-127
	Hold a debate on the advisability of turning the Tennessee Valley Authority over to private owners.

READINGS	A. V. MATERIALS
(C) *A Sense of the Past* No. 29. "The New Deal" p. 427	**Film:** "Dust Bowl" McGraw-Hill 26 minutes
Refer to teacher's manual of basic text for suggested readings, p. 348.	**Film:** "Life in the 30's" McGraw-Hill
	Filmstrip: "FDR" Guidance Associates

	A. V. MATERIALS	TEACHER'S NOTES
al"	**Film**: "Dust Bowl" 26 minutes McGraw-Hill	
anual g- 348.	**Film**: "Life in the 30's" McGraw-Hill	
	Filmstrip: "FDR" Guidance Associates	

CONTENT	CONCEPTS/OBJECTIVES	
		For
		1.
		2.
		3.
		Char
		Pr
		Have the N
B. The Second New Deal		**No.
1. Continued aid to farmers		
2. FSA		

For Slower Students:

Your Study in Depth

1. What were the purposes of Congress in creating the Tennessee Valley Authority? To what extent did TVA accomplish these purposes?
2. What has been achieved by the federal government's building dams on such major waterways as the Colorado, Columbia, and Missouri rivers?
3. What is the potential water power of the United States? How much of that potential has been developed?

Chart to be made:

New Deal Solutions

Problem	Solution	Temporary or Permanent

Have a panel discuss the pros and cons of the New Deal.

**No. 14: "The Second New Deal" Reform in America. pp. 154-166.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES
	Film: "Franklin D. Roosevelt" Part I McGraw Transparencies: "The New Deal, 1933-1939" No. 70 (2) A.V. Dept. will make up.	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	ACT
3. Soil Conservation		You might introd representative c States in 1933. who were prepare troduce themselve worker, a young a businessman, a ber, a farmer. class what he ho do for him.
		The main groups manding reform ma board. The class the various measu designed to provi
		The students may of the problems d cartoon showing h to provide relief
		In committee, pre bulletin board on and agencies; in purpose of each; the provisions or column 4, give th tion of each law
C. Reaction to the New Deal		Have students fin criticism directe Roosevelt during haps they can prep class in which the criticisms with th Presidents (for ex Jackson, and Linco

CONCEPTS/OBJECTIVES	ACTIVITIES
	You might introduce to the class some representative citizens of the United States in 1933. At this point, students who were prepared in advance might introduce themselves: an unemployed worker, a young man just out of school, a businessman, a banker, a union member, a farmer. Each will tell the class what he hoped the New Deal will do for him.
	The main groups needing relief and demanding reform may be listed on the board. The class might then discuss the various measures of the New Deal designed to provide relief and recovery.
	The students may be asked to choose one of the problems discussed and draw a cartoon showing how the New Deal hoped to provide relief and recovery.
	In committee, prepare a chart for the bulletin board on New Deal legislation and agencies; in column 2, list the purpose of each; in column 3, sum up the provisions or powers of each; in column 4, give the committee's evaluation of each law or agency.
	Have students find out about the hostile criticism directed at Franklin D. Roosevelt during his presidency. Perhaps they can prepare a report to the class in which they compare these criticisms with those made of earlier Presidents (for example, Jefferson, Jackson, and Lincoln).

l

Deal

READINGS	A. V. MATERIALS	
(C) 907 Roz P *Presidential Power in the New Deal*. Heath, 1964.		

	A. V. MATERIALS	TEACHER'S NOTES
Power in Heath,		

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UNIT II: REFORM MOVEMENTS

CONTENT	OBJECTIVES/CONCEPTS	
D. Success or Failure?		Socia many out h stude Wages
		**No.
		**The Amh lut
	To develop the ability to abstract and to discriminate.	Debat could
	Interrelatedness	Each criti appra of th
		Bulle State
		State Agric Agric Domes tion Adjus time provi tion

OBJECTIVES/CONCEPTS	ACTIVITIES
	Social Security benefits have been extended many times since 1935. Have students find out how the program works today. Other students may find out about changes in the Wages and Hours Law.
	**No. 15: "The New Deal: An Evaluation" *Reform in America*. pp. 167-176.
	**The New Deal: Revolution or Evolution? Amherst Series, *The New Deal, Revolution or Evolution?*
To develop the ability to abstract and to discriminate.	*Debate*: Resolved: The Great Depression could have been avoided.
Interrelatedness	Each student should write a short critique in which he makes a general appraisal of the successes and failures of the New Deal.
	Bulletin board display of the United States in the 1930's.
	State the principles underlying the Agricultural Marketing Act of 1929, the Agricultural Adjustment Act of 1933, the Domestic Allotment and Soil Conservation Act of 1936, and the Agricultural Adjustment Act of 1938. As a long-time program, which of these measures provided the best approach to a solution of the farm problem?

READINGS	A. V. MATERIALS
(C) Rezwenc, Edwin C. *Problems in American Civilization Series.* Heath, 1959.	
330.973 Faulkner, Harold. Fau *American Economic History* 8th Ed. Harper, 1960.	
Brogan. *The Era of Franklin D. Roosevelt.*	

	A. V. MATERIALS	TEACHER'S NOTES
C. *rican* *ries*. arold. *mic History* r, 1960. *Franklin*		

	A. V. MATERIALS	TEACHER'S NOTES
. ican ies. rold. ic History , 1960. ranklin		

CONTENT	CONCEPTS/OBJECTIVES	
		What is a p state and l public util federal gov late public Give argume policy outl Holding Com It has been borrowed he gressivism, it advanced the direct government ings of the why you agr statement. How did Roo fit other t farm proble power devel **Problem: traitor to savior of m is the reas values and
V. The German "New Deal" (The Nazi State)	Economic causes around the world brought dictators into power in the "have-not" nations, who turned to aggression against weaker neighbors.	What were t political c Republic wh and rapid g
A. Social		

CONCEPTS/OBJECTIVES	ACTIVITIES
	What is a public utility? Why have state and local governments regulated public utility companies? Why did the federal government attempt to regulate public utility holding companies? Give arguments for and against the policy outlined in the Public Utility Holding Company Act.
	It has been said that the New Deal borrowed heavily from populism, progressivism, and the New Freedom, but it advanced far beyond them, involving the direct intervention of the federal government to control the actual workings of the economic system. Indicate why you agree or disagree with this statement.
	How did Roosevelt's farm program benefit other than farmers? How is the farm problem related to flood control, power development, and conservation?
	**Problem: FDR was considered "a traitor to his class" by some and "the savior of millions" by others. What is the reason for this conflict of values and opinions?
Economic causes around the world brought dictators into power in the "have-not" nations, who turned to aggression against weaker neighbors.	What were the economic, social, and political conditions under the Weimar Republic which made possible the birth and rapid growth of the Nazi party?

READINGS	A.V. MATERIALS
(C) The Human Adventure Vol. II, Part 9. p. 138, "Italy in the Hands of Fascists"; p. 145, "Hitler's Theories"; p. 154, "Hunger and Unemployment in Britain".	Film: "Germany: Kaiser to Fuehrer
(C) **32 Problems in World History. No. 29. Scott-Foresman	

A.V. MATERIALS	TEACHER'S NOTES
Film: "Germany: Kaiser to Fuehrer"	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCETS/OBJECTIVES	
B. Economic	The terms of the Versailles Treaty led to the rise of the Nazis.	Show how and his political make Germany
C. Political and Military	Totalitarianism	Why did the d the challenge
D. Religious and Cultural	Recognize that freedom requires an alert, responsible, courageous people to protect and preserve it.	**Problems to Europe with F p. 220 for ac
	Authoritarian	
	Anti-Semitism	
	Realize that no one should be deprived of liberty without due process of law.	
VI. Post-World War II America	Change	Research topi
		1. Progre
A. Business	Cost of living	2. New ad ledge
		3. The co
		4. The ra
		5. The ai

NCETS/OBJECTIVES	ACTIVITIES
terms of the Ver- les Treaty led to rise of the Nazis.	Show how and to what extent Hitler used his political power to branch out and make Germany a totalitarian state.
litarianism	Why did the democracies fail to meet the challenge of the dictators?
gnize that freedom ires an alert, re- sible, courageous le to protect and erve it.	**Problems to Solve: p. 215 of Europe with Focus on Germany. See p. 220 for activities.
oritarian	
-Semitism	
ize that no one ld be deprived of rty without due ess of law.	
ge	Research topics:
	1. Progress in peaceful atomic use.
of living	2. New advances in medical knowledge and technology.
	3. The coal industry today.
	4. The railroad industry today.
	5. The aircraft industry today.

READINGS	A. V. MATERIALS
Vogt, Hanna. Burden of Guilt. New York: Oxford Press.	
(C) Capitalism and Other Economic Systems. Chapter 3.	Filmstrip: "The Anatomy of Naziism" B'Nai Brith
(C) Raab, Earl. The Anatomy of Naziism. Anti-Defamation League, 1964. 40 pp. 50¢	
321.6 Gib P Gibson, John S. Ideology and World Affairs. Ch. 9. Houghton-Mifflin, 1967.	
The Third Reich in Perspective: A Resource Unit on Naziism. Anti-Defamation League, 1961. 24 pp. 25¢	
Basic text: Chapters 40 and 42.	Films: "Harry Truman" Parts I and II McGraw "America the Beautiful" EBF - NBC

A. V. MATERIALS

TEACHER'S NOTES

ilmstrip:

The Anatomy of Naziism"
'Nai Brith

ilms:

Harry Truman" Parts I and II
cGraw

America the Beautiful"
BF - NBC

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. Agricultural problems and reform	While most Americans prospered during the 1950's, farmers did not.	6. T 7. T a 8. 'T s
C. Employment Act of 1946	Laissez-faire	
D. Expanded Social Security	General welfare	**Problem opinion 1946 wa legisla
E. Internal Security	More people wanted the government to increase social security benefits.	**Problem ment Ac break wi
1. Communism		Chart: DOMESTI Problem
2. Committee on Un-American Activities		Social wel Farmers Subversion Civil Righ Segregatio
3. The Internal Security Act of 1950	"McCarthyism"	An activit definition is the fol asked to w he defines stands it. these pape representa author). teacher to
4. John Birch Society	Concern for national loyalty and internal security in the post-war United States led to some violations of Constitutional liberties.	and the st

<table>
<tr><th>CONCEPTS/OBJECTIVES</th><th>ACTIVITIES</th></tr>
<tr><td>While most Americans prospered during the 1950's, farmers did not.</td><td>6. The trucking industry today.
7. The explosion of leisure activities.
8. The "revolution" in high school education.</td></tr>
<tr><td>Laissez-faire</td><td></td></tr>
<tr><td>General welfare</td><td>**Problem: Would you agree with the opinion that the Employment Act of 1946 was a "revolutionary piece of legislation?" Why or why not?</td></tr>
<tr><td>More people wanted the government to increase social security benefits.</td><td>**Problem: In what way did the Employment Act of 1946 constitute a final break with the past?</td></tr>
<tr><td></td><td>Chart:
DOMESTIC PROBLEMS FACED BY EISENHOWER
<table>
<tr><th>Problems</th><th>Measures Taken</th></tr>
<tr><td>Social welfare</td><td></td></tr>
<tr><td>Farmers</td><td></td></tr>
<tr><td>Subversion</td><td></td></tr>
<tr><td>Civil Rights</td><td></td></tr>
<tr><td>Segregation in schools</td><td></td></tr>
</table></td></tr>
<tr><td>"McCarthyism"</td><td>An activity which could precede the teacher definition of communism suggested above, is the following: The student should be asked to write a short paragraph in which he defines modern communism as he understands it. The teacher would then collect these papers and read to the class a representative sample (without naming the author). This activity would enable the teacher to identify student misinformation and the student tendency to over-simplify the nature of communism.</td></tr>
<tr><td>Concern for national loyalty and internal security in the post-war United States led to some violations of Constitutional liberties.</td><td></td></tr>
</table>

READINGS	A. V. MATERIALS
Muzzey and Link. *Our American Republic* p. 645-646, 682. Gavian and Hamm. *U.S. History*. pp. 768-771 In *A Concise Dictionary of American History* see "Communism" pp. 218-219. Weingast, David. *This is Communism*. New York: Oxford Book, 1961.	

A. V. MATERIALS	TEACHER'S NOTES

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UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
	Extremism	In mee steps Commun **No. **No. 1 T p **No. 1 T p **No. 1 T p **No. 1 T p Have a aspects

CONCEPTS/OBJECTIVES	ACTIVITIES
Extremism	In meeting communism's challenge, what steps have been taken to control Communist activity in America? **No. 11: "The Demand for Loyalty" Problems in American History "The Social Setting of Intolerance" Scott-Foresman. pp. 120-129. **No. 12: "The First Charges" The Social Setting of Intolerance pp. 130-139. **No. 13: "The Fight for America" The Social Setting of Intolerance pp. 140-148. **No. 14: "To Testify or Not to Testify" The Social Setting of Intolerance pp. 149-163. **No. 15: "McCarthyism: An Evaluation" The Social Setting of Intolerance pp. 164-176. Have a panel discuss the controversial aspects of the internal security hearings.

READINGS	A. V. MATERIALS
(C) *The Communist Party of the U.S. of A., What It Is, How It Works - A Handbook for Americans*. Washington: U.S. Government Printing Office, 1956. Overstreet. *What We Must Know About Communism*. Deaper. *Roots of American Communism*. Viking.	

	A. V. MATERIALS	TEACHER'S NOTES
rty of What It - A ricans. . Govern- fice, t We Communism. of American ing.		

UNIT II: REFORM MOVEMENTS

M CONTENT	CONCEPTS/OBJECTIVES	
		Assign one o student. Aft pleted, class exploration o lationships o 1. Establ Commun 2. Early the Am 3. Effect nition Commun 4. Shifti Commun 5. Activi ground 6. Commun and "f zation 7. Presen of the

PTS/OBJECTIVES	ACTIVITIES
	Assign one of the following topics to each student. After research has been completed, class time should be given to an exploration of the implications and relationships of these contemporary trends. 1. Establishment of the American Communist Party 2. Early growth and activities of the American Communist Party 3. Effects of United States recognition of the USSR on the American Communist Party 4. Shifting policies of the American Communist Party 5. Activities of the communist underground 6. Communist tactics of infiltration and "front" and "captive" organizations 7. Present-day policies and activities of the American Communist Party

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	READINGS	A. V. MATERIALS
	Refer to teacher's manual of basic text for suggested readings. p. 382.	
(C)	Grove. *Inside the John Birch Society.* Fawcett.	
	None Dare Call It Treason. (Excellent source on subversive activities in United States.	
(C)	Tully, C.I.A.: *The Inside Story*. Fawcett.	
(C)	Vahan. *Truth About the John Birch Society*. Macfadden.	

A. V. MATERIALS	TEACHER'S NOTES

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
		Each stu should c and the restrict the Unit Restri Smith Ac Subversi vities C Act Emergenc tion Act McCarran Communis Act Taft-Har Supreme Decision Actions House Un Activiti Committe Activiti F. B. I.

CONCEPTS/OBJECTIVES

ACTIVITIES

Each student, through the use of a chart, should determine the essential provisions and the effectiveness of the following restrictions on communist activities in the United States:

Restrictions	Essential Provisions	Effectiveness
Smith Act		
Subversive Activities Control Act		
Emergency Detention Act		
McCarran Act		
Communist Control Act		
Taft-Hartley Act		
Supreme Court Decisions		
Actions of the House Un-American Activities Committee		
Activities of the F. B. I.		

READINGS	A. V. MATERIALS
T. V. Radio Magazines Newspapers	

A. V. MATERIALS	TEACHER'S NOTES

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
VII. Contemporary United States Reforms	Relate history of what is happening today and understand current events, problems, and issues and decisions in the light of their historical background.	Students sho which they c of the Ameri action with citizen.
A. Business		"....We have conceited, s we were doer Give your vi contemporary
B. Education	Scientific and technological advances profoundly influenced life in the United States.	Draw up argu Federal Gove billions annu education."
C. Agriculture		
D. Social Welfare		Conduct a pub your friends tion: "How d time?" Summa form of a cha number of hou activities.
1. Medicine		Chart: Domestic Problems
2. Care of Aged		
3. Poverty Program		
4. Slums	Urban life brought with it new problems and new patterns of living.	

/OBJECTIVES	ACTIVITIES
tory of what ng today and current oblems, and decisions in of their his- ckground.	Students should write a short paper in which they compare the responsibility of the American citizen for political action with the role of the Russian citizen.
and techno- vances pro- fluenced life ted States.	"....We have become selfish, fat, conceited, soft, and lazy. Where once we were doers, we are now viewers." Give your views of this criticism of contemporary American society.
	Draw up arguments pro or con on: "The Federal Government should contribute billions annually to the states for education."
	Conduct a public opinion poll among your friends and neighbors on the question: "How do you spend your leisure time?" Summarize your findings in the form of a chart, showing the average number of hours a week spent on various activities.
brought with blems and new f living.	Chart:

Chart:

Domestic Problems Faced by Johnson

Problems	Measures Taken

READINGS	A. V. MAT
(C) The Shameful Years. House on Un-American Activities. Washington: U. S. Government Printing Office.	
Nader, Louis. Unsafe at Any Speed.	Filmstrip: "Agriculture: The Photo Lab
(C) Kefauver, Estes. Crime in America. Doubleday.	
(C) Rise of the American Nation. Vol. II, 1968. Readings: "The Changing World of the Farmer", pp. 685-691 and "The Changing World of the Wage Earner" pp. 692-697 and "Education for a New Age" pp. 737-745.	Film: "American Farmer" Ford 2
(C) MacIver, Robert M. Kids, Crime and Chaos: A World Report on Juvenile Delinquency. Dell.	
(C) Coyle, David C. Breakthrough to the Great Society: Automation, Affluence, Appalachia, Oceana. 1965.	Filmstrip: (Sound) "Cities, U.S.A." Nol 416A Guida

	A. V. MATERIALS	TEACHER'S NOTES
ars. rican shington: t Printing		
Unsafe at	Filmstrip: "Agriculture: Then and Now" Photo Lab	
. Crime ubleday.		
rican II, 1968. ' Changing rmer", "The		
of the . 692- ion for a 37-745.	Film: "American Farmer" Ford 29 minutes	
M. Chaos: on uency.		
the Automa- , Appa- 1965.	Filmstrip: (Sound) "Cities, U.S.A." Nol 416A Guidance Assoc.	

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CONTENT	CONCEPTS/OBJECTIVES	
5. Delinquency and Crime	Increased urbanization, civil rights, and a renewed emphasis on education are major factors affecting life in the United States today.	Ask a statis foundi Have t popula Can th declin
E. Urbanization		
1. Causes		Report reading 1.
2. Effects		2. 3. 4. 5.
a. Problems		
b. Benefits		With re gate (faces, it in your re report
		**No. 1 C F i
		As a me present parison followi 1.

NCEPTS/OBJECTIVES

eased urbanization, rights, and a re- emphasis on ation are major ors affecting life ne United States y.

ACTIVITIES

Ask a student to obtain the population statistics of his community from its founding and to graph the material. Have the class compare this with the population-growth graph of the nation. Can they explain any unusual rise or decline from historical events?

Reports can be given on the following readings:

1. "Suburbia"
2. "Urban Problems and Prospects"
3. "The Farm Problem at Mid-Century"
4. "The Welfare State"
5. "Medical Care and Government Insurance"

With respect to urban renewal, investigate (a) its aims, (b) obstacles it faces, and (c) what is being done about it in any particular areas. Contribute your report to a committee-compiled report encompassing various areas.

**No. 11: "The Drive to Clean Up Cities" Brown and Brown. Let's Find Out. Research Assignments in American History. pp. 37-38.

As a means of tying the past into the present, the student should draw comparisons and contrasts between the following pairs:

1. Labor's bargaining position in the 1890's compared to the 1960's.

READINGS	A. V. MATERIALS
Refer to teacher's manual "Reading for Depth" p. 399.	Films: "Cities: The Rise of New Tow "The Cities and the Poor" I. "The Cities and the Poor" II "The Troubled Cities" "How to Look at a City"
Tummod, Christopher and Henry Reed. American Skyline: The Growth and Form of Our Cities and Towns. Mentor. (C) Sauvy, Alfred. Population Explosion. Dell.	Films: "The Fur-Lined Foxhole" "Private Dream - Public Nightmare" "Three Cures for a Sick City" All films are from Indiana U.
	Transparencies: "Growth from Rural to Urban Population" No. 56(3) A.V. Dept. will make up.
(C) Rise of the American Nation. Vol. II., 1968. "Challenges of a Rapidly Growing Population" pp. 665-672, "The Nation's Exploding Cities" pp. 673-684. "The Quality of Our Environment" pp. 708 - 720.	Films: "Crime in the Streets" Indiana U. "Marked for Failure" Indiana "The Hard Way" Indiana "Crime in the Cities" EBF - NBC "Smalltown, USA" EBF-NBC McGraw-Hill

A. V. MATERIALS	TEACHER'S NOTES
Films:	
"Cities: The Rise of New Towns"	
"The Cities and the Poor" I.	
"The Cities and the Poor" II	
"The Troubled Cities"	
"How to Look at a City"	
Films:	
"The Fur-Lined Foxhole"	
"Private Dream - Public Nightmare"	
"Three Cures for a Sick City"	
All films are from Indiana U.	
Transparencies:	
"Growth from Rural to Urban Population" No. 56(3) A.V. Dept. will make up.	
Films:	
"Crime in the Streets" Indiana U.	
"Marked for Failure" Indiana	
"The Hard Way" Indiana	
"Crime in the Cities" EBF - NBC	
"Smalltown, USA" EBF-NBC McGraw-Hill	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
		2. 3. 4.
F. The expanding role of the government in relation to the preceding sub-topics A - E.	Try to understand the actions and attitudes of men by learning about their basic beliefs and motives	The s prosp 1960'
G. Society's changing attitude about the role of the government.		Make stone affec Your the T autho see c mates
		What betw hind abou a b c d e f

ONCEPTS/OBJECTIVES	ACTIVITIES
	2. The farmer's problem of surplus in the 1890's compared to the 1960's. 3. The government's attitude toward unemployment in the 1890's compared with the 1960's. 4. The government's role in maintaining prosperity in the 1890's compared to the 1960's.
to understand the ions and attitudes men by learning about ir basic beliefs and ives	The student should conclude his study by prosperity in the 1890's compared to the 1960's.
	Make a list of the ten events or milestones that you think have most greatly affected the development of our country. Your teacher can later read to you from the Teacher's Manual some lists by the authors of your textbook. Check them to see on how many milestones your classmates agree.
	What can you learn about the differences between life in a democracy and life behind the Iron Curtain? You might find out about phases of life such as these: a. Education b. Family life c. Civil liberties d. The amount of comfort and luxuries of the average citizen e. The rights of labor unions f. Religion

READINGS	A. V. MATERIALS
	Filmstrip: "Problems of Our Cities"
(C) Musolf, Lloyd D. Promoting the General Welfare and Economy. Scott, Foresman.	
Life: "The National Purpose"	
"Reading for Depth" Teacher's Manual, p. 402.	
(C) Goals for Americans: Report of the President's Commission on National Goals. Prentice-Hall.	

A. V. MATERIALS	TEACHER'S NOTES
Filmstrip: "Problems of Our Cities"	

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CONTENT	CONCEPTS/OBJECTIVES
H. Civil rights movement	

CONCEPTS/OBJECTIVES	ACTIVITIES
	See section on "The Negro in America" following Unit V. CULMINATING ACTIVITY: Essay on: What is the role of the government in a society where "big business" and "big labor" are present without a countering force of "big consumer?" Make references to: evidence of greed, wilful ambition, corruption, and lack of social concern in business and labor, the power of psychology, advertising, consumer deficit spending and government programs.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES
	Film: "Civil Rights Movement: Historic Roots" No. 5046 (E.C.)	

THE U. S. IN THE WORLD SETTING

UNIT III

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
I. Traditional Aspects of U.S. Foreign Policy	Foreign policy	Ameri large moil Empi that
	Imperialism	
A. Monroe Doctrine	Colony	Use --
B. Freedom of the Seas	Develop skills in locating, selecting, analyzing, and reporting pertinent information.	-- --
C. Isolationism		
D. Open Door	Strategy	By me --T v --A c
E. Peaceful Settlement		
F. Pan-Americanism		Canals --M c M P
G. Introduction to Europe		--B a o e --S ti

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CONCEPTS/OBJECTIVES	ACTIVITIES
Foreign policy	American diplomatic successes were to a large extent dependent upon European turmoil and the good-will of the British Empire. Give specific examples to prove that this was so.
Imperialism	
Colony	Use a world map to show: --areas of North America which were considered to be our "manifest destiny." --non-contiguous territories which were purchased, annexed, or acquired by treaty. --areas which are our present committment since World War II.
Develop skills in locating, selecting, analyzing, and reporting pertinent information.	
Strategy	By means of colors or color show: --Territories from which we have voluntarily withdrawn. --Areas which are considered to be our sphere of influence.
	Canals: --Make a map showing the important canals of the world: Sault Ste. Marie, Kiel, Corinth, Suez, Panama, St. Lawrence. --By shipping lines, trade routes, and tonnage reports, illustrate on the map the relative use of each canal. --Show the strategic importance of the Suez and Panama Canals.

READINGS	A. V. MATERIALS
Basic text, Chapter 31.	
(C) T. Bailey. Diplomatic History of the American People.	
(C) Poetker, J. The Monroe Doctrine. Merrill	
(C) **Viewpoints, USA. American Book Company, p. 82.	
(L) United States History. Scott-Foresman. p. 131, 206, 352, 442, 510, 622, 696-697.	
The American People and Foreign Policy. Praeger.	

A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		What Doctr of ou for h where
		Review
		What d ing Wa and is allian
II. "End of an Era" 1898	Recognize that the U.S. has made mistakes in foreign policy.	See fo **
A. Changing role for U.S.	Recognize that interpretations of history are subject to change.	With wh do you was unw was ess seek co choice.
1. Imperialism		
a. Mahan Influence	Recognize the influence of geography on politics, economics, and foreign relations of nations.	Report: his bac 1890-19
b. Philippines Issue	To understand the factors that led to the expansion of United States interests during the late 1800's.	Reports U.S. sh pand ov politic him? A current In what that an viate d

S/OBJECTIVES	ACTIVITIES
	What were the provisions of the Monroe Doctrine which, as the cornerstone of of our foreign policy, kept us at peace for half a century? Relate instances where it was successfully applied.
	Review Monroe Doctrine.
	What did the new nation gain by following Washington's policy of neutrality and isolation of making no "entangling alliances" with other nations?
e that the U.S. mistakes in policy.	See for background problems ***Europe with Focus on Germany* Fideler. Chapters 1 and 2.
e that inter- ns of history ect to change.	With which of the following statements do you agree? (a) "The United States was unwise to seek colonies." (b) "It was essential for the United States to seek colonies." Give reasons for your choice.
e the influence aphy on poli- onomics, and relations of	Report: Report on Capt. A. T. Mahan, his background and his writings, 1890-1910.
stand the that led to nsion of United nterests during 1800's.	Reports: Why did A. T. Mahan think the U.S. should develop a large navy and expand overseas? Who were some of the political leaders who were influenced by him? Are his views consistent with current U.S. views and policies?
	In what ways did American leaders believe that an active foreign policy could alleviate domestic problems? What domestic problems?

READINGS	A. V. MATERIALS
America's Stake in Western Europe. Laidlaw. (since World War II)	*Films*:
(C) Tuchman. *The Proud Tower*.	"Admiral Dewey's Victory at Manila" McGraw-Hill.
(C) Kennan, G.F. *American Diplomacy 1900-1950*. Chapter 1.	
(L) *The United States*. Chapter 23. Prentice-Hall.	"U. S. Expansion Overseas" Coronet
(C) ***Viewpoints, USA*. American Book Company, p. 218.	"Territorial Possessions of the U.S." Int. Geog.
(C) ***Case Studies in American History* No. 10.	
(C) ***32 Problems in World History*. No. 24. Scott-Foresman.	
(C) *The Human Adventure*. No. 9. Harcourt-Brace.	
(C) *Readings in American History*. Vol. II, Ch. 7 Cotner. Houghton-Mifflin	

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A. V. MATERIALS	TEACHER'S NOTES
Films: "Admiral Dewey's Victory at Manila" McGraw-Hill. "U. S. Expansion Overseas" Coronet "Territorial Possessions of the U.S." Int. Geog.	

CONTENT	CONCEPTS/OBJECTIVES	
c. Caribbean Policy (1) Panama Canal (2) Roosevelt Corollary (3) Wilson in Mexico d. "Open Door" for China (1) Orthodox view of "Open Door"	To continue to gain skill in the use of maps. To understand the role of geographic factors in the growth of our territorial possessions. To understand the circumstances that led to our war with Spain and the territorial consequences of the war. To appreciate the skill and perseverance of the scientists and engineers who made possible the building of the Panama Canal and the elimination of yellow fever in Cuba. To realize that a nation may have many reasons for acting as it does in foreign affairs. To appreciate the improvement in our relations with our neighbors of the Western Hemisphere.	Problem: Wh domestic cau imperialism Show the co and T. Roos policy. (S Foresman, P Make a tra the world ducers of materials ---By sho whi str to ---Sh up fo (Draw co pariso data. Report How di able to th Puert there whom

WORLD SETTING

	CONCEPTS/OBJECTIVES	ACTIVITIES
	To continue to gain skill in the use of maps.	Problem: What factors, foreign and domestic caused the U.S. attitude on imperialism to change?
a	To understand the role of geographic factors in the growth of our territorial possessions.	Show the contrast in views of Wilson and T. Roosevelt in the area of foreign policy. (Se U.S. History, Scott Foresman, p. 517 as a starting point.)
velt lary	To understand the circumstances that led to our war with Spain and the territorial consequences of the war.	Make a trade map to show the areas of the world that are the greatest producers of basic foods and strategic materials (1900 and today). ---By means of symbols and lines show the areas of the world to which we send basic foods and strategic materials (1900 and today). ---Show the areas of the world upon which we depend for basic foods and strategic materials (1900 and today).
n in o		
" for	To appreciate the skill and perseverance of the scientists and engineers who made possible the building of the Panama Canal and the elimination of yellow fever in Cuba.	Draw conclusions on the basis of comparison of the 1900 date and today's data.
dox of	To realize that a nation may have many reasons for acting as it does in foreign affairs.	Report: How did the Insular Cases (1901-22) enable the U.S. to deny self-government to the inhabitants of American Samoa, Puerto Rico, and the Philippines? Are there any parallels to this today, by whom, against whom?
	To appreciate the improvement in our relations with our neighbors of the Western Hemisphere.	

	READINGS	A. V. MATERIALS
(L)	Rise of the American Nation. Vol. II, 1968. Harcourt-Brace. p. 372-381 (Readings on Imperialism)	
(C)	**American Foreign Policy Nos. 4,5,6. Scott-Foresman.	Film: "History of U.S. Navy Series. U.S. Navy. (Free)
	Imperialism and the Dilemma of Power. Heath.	
(C)	America's Rise to World Power. Dulles.	
	American Imperialism in 1898. Heath.	
(C)	The Imperial Years. Dulles	
	Mother America: A Living Story of Democracy. C. Romulo.	
(L)	American History Illustrated. April, 1968 - "Fiasco at San Juan" June, 1966 - "What Happened to the Maine?"	
(L)	American Heritage February, 1962 - "How We Got Guantanamo" December, 1960 - "The Sham Battle of Manila" February, 1958 - "Funston Captures Aguinaldo" June, 1960 - "The Enemies of Empire"	

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	A. V. MATERIALS	TEACHER'S NOTES
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licy	**Film:** "History of U.S. Navy Series. U.S. Navy. (Free)	
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UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
(2) Revisionist view of "open door" (Teacher might look at revisionist views in Williams The Tragedy of America's Diplomacy, Lasch's article on revisionist views of the Cold War in The New York Times Magazine, January, 1968.		Ch tr Ro re me of Di D. tr Ha of of Ri Pa Pa was spe pop rig of is ext gen

	CONCEPTS/OBJECTIVES	ACTIVITIES
sionist of n door" - ams Diplo- re- ld		Chart: Compare the original Monroe Doctrine, the Olney interpretation, and the Roosevelt Corollary in the following respects: reasons for issuance of document, important principles, significance of statement. (Consult T. A. Bailey: Diplomatic History of American People; D. Perkins' A History of the Monroe Doctrine.) Have a committee report on the effects of the relationship of the U.S. with one of the following: Philippines, Puerto Rico, Hawaii, Midway, Wake Island, Haiti, Panama, Japan, Mexico. ---When and how did our relationship begin and what was the character of it? ---What is the relationship with each area today? ---What advantages and/or disadvantages have resulted from the past and present relationship - on the part of the U.S. and on the part of each of the other areas? ---What attitudes toward each other have developed? Paper: Nineteenth century imperialism was on the whole indefensible. Make specific reference to treatment of native population, the plunder aspect, human rights. Bring in Communist Imperialism of the twentieth century showing that it is even worse because (1) it is far more extreme and (2) human rights are more generally recognized today.

READINGS	A. V. MATERIALS	
(L) American Heritage August, 1963 - "The Man Who Invented Panama" Dulles, F.R. America's Rise to World Power (L) American History Illustrated. January, 1968 - "The Capture of Peking" November, 1966 - "The Battle of Tientsin" (L) American Heritage "The Great White Fleet" February, 1964.		

A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES

	CONCEPTS/OBJECTIVES	ACTIVITIES
		Report: On the Dreyfus Affair and what it revealed about: ---the corruption in the French Army ---the influence of the church in France ---the division of public opinion in France ---the extent and pitch of anti-Semitism in France. Historiography Exercise: Students have acquired, through text readings, minor activities, and class lecture and discussion, enough facts to have a good idea of what happened in this area of history. In Viewpoints they have examined a small sampling of the primary sources that historians refer to when they prepare to write history. Students may choose an area discussed in connection with this area and write their own account of it, presenting evidence for their conclusions, and showing, that they are aware of other interpretations. Compare with accounts written by others in the class. How can they account for differences? Half of the class should study America's role in world affairs from 1920 to 1933, and indicate which American actions and policies were directed at international cooperation, and be prepared to relate them to the class. The other half of the class should do the same type of research relative to American policies and actions that revealed an unwillingness to share in world responsibilities.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES
	Record: "Life History of the U.S." (Record 9-1901-17) No. 251	

CONTENT	CONCEPTS/OBJECTIVES	
		These on th by th NO bee the the cor cor
e. Public Reaction		Report How di admini Policy Taft a did th the Op Open D spect
B. Maturing of Capitalism 1850 - 1914		
1. Classical capitalism	Factors of production	What c foreig Orient
Free markets were the key	Self-regulating market	
All factors of production viewed as commodities	Laissez faire	Essay: Why was to adhe trade l nations
	Free trade	
2. Classical capitalism in practice		Accumul life of
	Trusts	Reports
a. Changes due to technological developments	Cartels	

WORLD SETTING

	CONCEPTS/OBJECTIVES	ACTIVITIES
		These policies should be listed separately on the chalkboard as they are suggested by the students. NOTE: After the two trends have been analyzed, the class should then draw generalizations as to the meaning of these apparently contradictory approaches to world conditions.
tion ism		Reports: How did the Roosevelt, Taft, and Wilson administrations promote the Open Door Policy? How was it modified during the Taft and Wilson administrations? How did the Landing-Ishii Agreement change the Open Door Policy? How does the Open Door policy stand today with respect to China?
talism	Factors of production	What criticism does Kennan make of U.S. foreign policy-making procedures in the Orient in his book American Diplomacy?
ere	Self-regulating market	
pro- as	Laissez faire	Essay: Why was it possible for Great Britain to adhere to the principles of free trade longer than other industrial nations?
tal- e	Free trade	Accumulate data on causes of the short life of classical capitalism.
e to cal ts	Trusts Cartels	Reports on: Poor Laws (1834) Corn Laws (1848) Navigation Acts (1849) Cobden Free Trade Treaty (1860)

READINGS	A. V. MATERIALS
(C) Living American Documents. "The Open-Door Policy in China" Harcourt-Brace.	
(C) American Diplomacy, 1900-1950. George F. Keenan. Chapter 2.	
(L) Heilbroner, R. The Worldly Philosophers.	
The Economic Development of Western Civilization. S. Clough. McGraw-Hill.	
(L) A History of Economic Thought. O.H. Taylor. McGraw-Hill.	
(L) The History of Our World. Chapters 22,23. Houghton Mifflin.	
(C) Capitalism and Other Economic Systems. Ch. 3. McGraw-Hill.	
(C) **32 Problems in World History. No. 22. "The Communist Manifesto as a Product of Its Time" Scott-Foresman.	
(C) Business Enterprise in the American Economy. Chapter 2. McGraw-Hill.	
(L) Our World Through the Ages. Chapters 16,17. Prentice-Hall.	
(C) Tuchman. The Proud Tower.	

	A. V. MATERIALS	TEACHER'S NOTES
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UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
b. Effect of increased productivity	Monopolies Limited liability	Report Welfar in the especi
c. Beginnings of regulation: Trade unionism Farm organizations Social insurance Government		Reports On anar On the On Ed E On Karl tempora
3. Critics of capitalism		Reports What ev predict areas o there t Researc How doe socialis
a. Marxism		
b. Anarchism		Research What doe S R I T E R C
c. Reformists		
d. Revisionists		On a map Cap Ber Tra

	CONCEPTS/OBJECTIVES	ACTIVITIES
	Monopolies Limited liability	Report: Welfare activities of European governments in the last quarter of the 19th century, especially France and Germany.
sm a- ance		Reports: On anarchists and the anarchist movement. On the British Fabian movement On Ed Bernstein and German revisionism On Karl Marx and his criticisms of contemporary economic systems.
alism		Reports: What evidence is there that Malthus' predictions have come true in certain areas of the world? What evidence is there that they have not in others? Research Utopian socialist movements. How does it differ from "scientific socialism?"
		Research: What does Mankato have in the way of Services provided Retail outlets Industry Transportation Educational facilities Recreational facilities Cultural facilities
		On a map indicate: Cape to Cairo RR Berlin to Baghdad RR Trans-Siberian RR

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
C. Europe's "New Imperialism"	Free market Sphere of influence	Prob Mise West in say,
1. Empires of rule to protect economic interest	Invest	Map: the or s many Stat
2. Investments for surplus capital	Capital formation	Time- chief pansi about
D. End of "Splendid Isolation" for Great Britain	To understand that before World War I, men in many countries hoped and worked for world peace and that this ideal survived.	Selec Colle teach
	To realize that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.	Repor its s world Poem: any c Write tude towar
	To understand the reasons for our entry into the war on the side of the Allies.	

	CONCEPTS/OBJECTIVES	ACTIVITIES
n-	Free market Sphere of influence	Problem: Karl Marx's "Law of Increasing Misery" did not hold true in advanced Western nations. What changes occurred in economic institutions to prevent it, say, in the U.S. or Great Britain?
rule to nomic	Invest	Map: On a world map, indicate areas of the world where the following had possessions or spheres of influence: England, Germany, Japan, France, Russia, United States.
for ital	Capital formation	Time-Line: On a time-line, indicate the chief events in the imperialistic expansion of the western countries from about 1850-1914.
Iso- at	To understand that before World War I, men in many countries hoped and worked for world peace and that this ideal survived.	Select three poems from Kipling's Collected Verse and report on what each teaches you about the British Empire.
	To realize that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.	Report: How any colonial empire treated its subject peoples in any area of the world. Poem: Imagine yourself the subject of any colonial empire of modern times. Write a poem expressing (a) your gratitude toward or (b) your bitterness toward your mother country.
	To understand the reasons for our entry into the war on the side of the Allies.	

READINGS	A. V. MATERIALS
(C) Panorama of the Past. Vol. II, Part 2. Houghton-Mifflin.	Films: "Imperialism and European Expansion" Coronet.
(C) **32 Problems in World History. No. 24. Scott-Foresman.	
(L) David Livingstone, Foe of Darkness. Morrow.	
(C) Our World Through the Ages. Ch. 18. p. 450 - 468.	Transparency Set: Fenton-Walbank No. 30051. "European Imperialism in Africa" (12)
(L) European Expansion Since 1871. Chapter 20. Townsend.	
Basic text: Chapter 32.	For films see guide, causes of war.

	A. V. MATERIALS	TEACHER'S NOTES
	Films: "Imperialism and European Expansion" Coronet.	
tt-		
-	Transparency Set: Fenton-Walbank No. 30051. "European Imperialism in Africa"	
ce	(12)	
2.	For films see guide, causes of war.	

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
III. World War I	To appreciate the tremendous task of mobilizing for war and the idealistic nature of Woodrow Wilson's leadership.	1. Wha tak Wor
A. Pre-War Relations		Refe (
1. Imperialist Competition	To realize the far-reaching effects of the war upon almost every aspect of life in the United States as well as the great cost of the war in terms of lives and money.	(
2. Balance of power systems		(
3. Intense nationalism	To continue to gain skill in the use of maps and in the interpretation of geographic facts.	2. Duri our What
B. War-Time Agreements	Nationalism	Refer (a)
C. U. S. Neutrality	Imperialism	(b) (c)
	Self-determination	
D. The Peace Conference		
	Reparations	
E. Impact of World War I on Europe and the United States		

CONCEPTS/OBJECTIVES

To appreciate the tremendous task of mobilizing for war and the idealistic nature of Woodrow Wilson's leadership.

To realize the far-reaching effects of the war upon almost every aspect of life in the United States as well as the great cost of the war in terms of lives and money.

To continue to gain skill in the use of maps and in the interpretation of geographic facts.

Nationalism

Imperialism

Self-determination

Reparations

ACTIVITIES

Your Study in Depth

1. What steps toward world peace were taken by the United States before World War I?

   References:

   (a) Canfield, Leon H. and Wilder, Howard B. Making of Modern America. Houghton-Mifflin, 1954. pp. 660-661.

   (b) Harlow, Ralph V. and Noyes, Harmon M. Story of America Holt., 1961. pp. 523, 549.

   (c) In Brit. Junior Encyclopedia and Compton's, see "Hague Peace Conferences; in Encyclopedia Brit. see "Hague Conferences"

2. During the first years of World War I our policy was to remain neutral. What caused us to change?

   References:

   (a) Canfield and Wilder. Making of Modern America. pp. 662-666.

   (b) Harlow and Noyes. Story of America. pp. 568-575.

   (c) In the encyclopedias, see "World War I." In Compton's see "U.S. History, Part V."

READINGS	A. V. MATERIALS
(L) Rise of the American Nation. Vol. II, 1968. Harcourt-Brace. pp. 381-388. (Readings on U.S. entry into World War I.)	Filmstrip: "New Freedom and World War I" 973.9(5) CFS H.S.
**The Coming of War, 1917. Rand-McNally.	Film: "Wilson's Fight for Peace" McGraw-Hill
(C) **European Issues in the 20th Century. No. 1. Rinehart.	
(C) **Case Studies in American History. No. 12.	
(C) **Western Europe. Scholastic. Chapter 9.	
(C) **Realism and Idealism in Wilson's Peace Program. Heath.	
(C) **American Foreign Policy. No. 7. Scott-Foresman.	
(C) The Abandonment of Neutrality: America's Entry into World War I. (Case Study Approach) Heath.	
(C) The Human Adventure. Vol. II. Harcourt-Brace	Transparency: "U.S. History Transparency Master" No. 66. (8)
(L) American Heritage. June, 1955 - "A Liner, U-Boat, and History"	
(L) The United States. Prentice-Hall. pp. 680-686.	

A. V. MATERIALS	TEACHER'S NOTES
Filmstrip: "New Freedom and World War I" 973.9(5) CFS H.S. Film: "Wilson's Fight for Peace" McGraw-Hill Transparency: "U.S. History Transparency Master" No. 66. (8)	

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
1. Destruction of old order		3. Pre Uni Nat eff hav
a. Dynasties		Ref (a)
b. Leadership class		(b)
c. Socialism		(c)
d. Balance-of-power eliminated		Report treatie were di
2. Indebtedness to United States		Problem What do of the Fourtee ate eac
3. U.S. desired to withdraw from Europe's intrigues		What do or most World W
		Which t do you trouble Points

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CONCEPTS/OBJECTIVES

ACTIVITIES

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3. President Wilson wanted to see the United States join the League of Nations. Why didn't we? What effect did our failure to do so have upon our foreign policy?

   References:

   (a) Muzzey, David S., and Arthur S. Link. Our American Republic. Ginn, 1963. pp. 511-516, 532-533.

   (b) Gavian, Ruth W. and W.A. Hamm United States History. Heath, 1960. pp. 615-619, 621,622, 658-661.

   (c) In the encyclopedias see "Wilson, Woodrow".

Report to the class on the secret treaties among the allied powers which were disclosed after World War I.

Problem: "The Peace That Failed" - Why?

What do historians consider to be some of the reasons why Wilson issued his Fourteen Points? How would you evaluate each?

What do you consider the most important or most just reason for U. S. entry into World War I?

Which terms of the Versailles Treaty do you think were bound to cause most trouble? Why? What did the Fourteen Points say about them?

READINGS	A. V. MATERIALS
(C) Living American Documents. "Wilson's 14 Points" Harcourt-Brace. (L) American Heritage. "The Wasted Mission" April, 1961. Basic Text: Chapter 34. Taylor, E. The Fall of the Dynasties. Doubleday. (L) American History Illustrated. April, 1967. "President Wilson and the Russians: (L) American Heritage. December, 1958 - "Ignorant Armies Clashed by Night"	

A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
		Report: Why might Br ing that its to any othe For each of War I, tell treaties (1) aggravated th **Problem:** A August, 1914, all over Euro again in our this was an Compare the t Versailles wi Brest-Litovsk with referenc torial change of conciliati you draw? Using a time- time the Roma zollerns, and respective co **Report:** On the social the chief cou the decade fol What are the tages of a neg with a dictat

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ETTING

CONCEPTS/OBJECTIVES | ACTIVITIES

Report:

Why might Britain be justified in feeling that its fleet must be far superior to any other in Europe?

For each of the basic causes of World War I, tell to what extent the peace treaties (1) eliminated it, or (2) aggravated the situation.

Problem: A British statesman said in August, 1914, "The lamps are going out all over Europe, they shall not be lit again in our time." Explain how/why this was an accurate forecast.

Compare the terms of the Treaty of Versailles with those of the Treaty of Brest-Litovsk. Examine especially with reference to reparations, territorial changes, and the general turn of conciliation. What conclusions do you draw?

Using a time-line, show the length of time the Romanous, Hapsburgs, Hohenzollerns, and Osmanli ruled in their respective countries.

Report:

On the socialist movement in one of the chief countries in West Europe in the decade following World War I.

What are the advantages and disadvantages of a negotiated peace as compared with a dictated peace?

ADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES

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ETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Report on the Stimson Doctrine.

(a) Who was Henry L. Stimson?

(b) What was the Stimson Doctrine?

(c) Did the Japanese seizure of Shanghai affect the acceptance of the Stimson Doctrine? If so, why?

(d) When did the League of Nations adopt resolutions that incorporated the Stimson Doctrine?

(e) What was the immediate result of the League's action?

Study in depth on topic of Neutrality vs. Involvement, 1935-41.

(a) What were the key provisions of the Neutrality Acts of 1935, 1936, and 1937?

(b) What did FDR propose in his quarantine speech in October, 1937?

(c) What was the Wadsworth resolution, 1938? Why did President Roosevelt oppose it?

(d) What were the principal provisions of the Naval Expansion Act, 1938?

(e) What was the Declaration of Panama, 1939? The Act of Havana, 1940?

(f) What was the Burke-Wadsworth Bill, 1940?

(g) What did the Lend-Lease Act of 1941 provide?

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
4. The Weimar Republic	Mutual security	(h
F. Post-War Diplomacy	Depression	(i (j)
	Boom	
1. Treaties		Compar after U.S.
	Bust	
2. League of Nations	Inflation	Report
G. Crisis of Capitalism	Interdependence	What we making Confere made i
		Explain tion. establi square
1. War debts and reparations	Understand that in an age of interdependence "economic nationalism" is no longer a desirable trait of a nation's foreign policy.	Why did fuse to Peace C sonalit
2. The "Great Depression"		You migh the fol "...The struggle thousand have to are nece freedom
	Dole	
	Deficit spending	

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CONCEPTS/OBJECTIVES	ACTIVITIES
Mutual security	(h) When, where, and why did President Roosevelt state the Four Freedoms? What were they?
Depression	(i) How and why did the U.S. aid Great Britain during 1940-41?
	(j) What was the Atlantic Charter? Why was it significant?
Boom	Compare the change wrought in Germany after the war with the change in the U.S.
Bust	
	Report:
Inflation	What were the two main motives in remaking the map of Europe at the Peace Conference? What boundary changes were made in western and northern Europe?
Interdependence	Explain the origin of the Polish question. Why was the Polish Corridor established? How did these settlements square with the 14 points of Wilson?
Understand that in an age of interdependence "economic nationalism" is no longer a desirable trait of a nation's foreign policy.	Why did the United States Senate refuse to ratify the treaties made at the Peace Conference? What role did personalities play?
Dole	You might ask the students to discuss the following statement by Wilson: "...There will come sometime...another struggle in which not a few hundred thousand fine men from America will have to die, but as many millions as are necessary to accomplish the final freedom of the peoples of the world..."
Deficit spending	

READINGS

- (C) Snyder. The Weimar Republic.
- (C) **European Issues in the 20th Century. No. 2. Rinehart.
- (L) The Record of Mankind. Chapter 21. Heath.
- (C) **American Foreign Policy. No. 8. Scott-Foresman.
- (C) **Viewpoints, USA. p. 254. American Book Company.
- (C) **Woodrow Wilson and the League of Nations. Scholastic.
- (C) Woodrow Wilson and the Great Betrayal. Quadrangle Books.
- (C) America's Rise to World Power. Chapter 6. Dulles.
- (C) Diplomatic History of the American People. Chapter 41. T. Bailey
- (C) Readings in American History. Vol. II, Chapter 9. Cotner. Houghton-Mifflin

A. V. MATERIALS

Transparency:

Fenton-Wallbank No. 30065
"Wilson at the Territorial Settlement at Versailles"

Film:

"Building the Peace: World War I" McGraw-Hill

(For additional films, see guide, Causes of War)

Transparency:

"What Caused the Rise of Hitler?"
Fenton-Walbank No. 33067

A. V. MATERIALS	TEACHER'S NOTES
Transparency: Fenton-Wallbank No. 30065 "Wilson at the Territorial Settlement at Versailles"	
Film: "Building the Peace: World War I" McGraw-Hill	
(For additional films, see guide, Causes of War)	
Transparency: "What Caused the Rise of Hitler?" Fenton-Walbank No. 33067	

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
IV. Interwar Relations	New Deal	Report: What was treaties ference, i return of in the 19 Germany a borders "
A. Disarmament		
B. Economic and military security		Report: Trace the 1920's, a to outlaw
C. U. S. Policy		Working f (a) Wh Ar
D. Foreign policy of the Weimar Republic	Develop skill in recognizing cause and effect relationships.	(b) Wh Ke we (c) Ho Wh se of
1. The Rapallo Pact, 1922		
2. French Occupation of the Ruhr		Problem: What are s seem to pl
3. Dawes Plan		

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CONCEPTS/OBJECTIVES	ACTIVITIES
ew Deal	Report: What was provided by the principal treaties made at the Washington Conference in 1921? Account for the return of the old system of alliances in the 1920's. By what pacts did Germany agree to accept the western borders "dictated" at Versailles? Report: Trace the disarmament movement of the 1920's, and 1930's, and the attempts to outlaw the war.
evelop skill in recog- izing cause and effect elationships.	Working for Peace: (a) Who were Frank B. Kellogg and Aristide Briand? (b) What was the purpose of the Kellogg-Briand Pact? What were its provisions? (c) How many nations signed it? Which nations signed with reservations? What were some of the major reservations? Problem: What are some of the difficulties that seem to plague disarmament?

READINGS	A. V. MATERIALS	
(C) Living American Documents. "The Kellogg-Briand Peace Pace" Harcourt-Brace		
(C) Snyder. The Weimar Republic. Anvil Books.		
(C) Anderson, Eugene. European Issues in the 20th Century. p. 41.		

	A. V. MATERIALS	TEACHER'S NOTES
ocuments. nd Peace race		
ar Books.		
the 41.		

CONTENT | CONCEPTS/OBJECTIVES | A

4. Lucarno Pact

5. Russo-German Treaty

6. League of Nations

Chart:

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Date	Place Discu

Report:

What were the
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Why was the
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Problem No.
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CONCEPTS/OBJECTIVES | ACTIVITIES

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Chart:

Disarmament Attempts

Date	Place Arms Discussed	Arms Limitations Achieved	Failures

Report:

What were the principal features of the Good Neighbor Policy toward Latin America as evolved by FDR and Cordell Hull? Consider both general principles and specific actions that evolved from them.

Why was the Treaty of Rapallo hailed by Germans as the end of the nation's postwar isolation?

Problem No. 4: "Germany's Role in World Affairs: National Self-Interest or Cooperation for Peace?"

Problem No. 7: "Germany Must Choose: Authoritarianism or Democracy?

READINGS	A. V. MATERIALS	TEACHER'S NOTES
nderson, Eugene. uropean Issues in the)th Century. p. 106. inehart.		
sic Text: Chapters and 39.		

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
V. World War II		
		Count
A. Pre-War Relations	Totalitarianism	Russi Italy Germa
1. U. S. Role	"Stimson Doctrine"	Japan
a. Far East	Understand why an American historian has called American diplomacy of the 30's "tin-whistle diplomacy."	Ag Sov Ital Gerr Japa
b. South America		
c. Europe		Suitab listed on the swasti aggres while the ag
Neutrality Laws 1935-'37-'39		Report
		Trace and th Doctri

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CONCEPTS/OBJECTIVES

Totalitarianism

"Stimson Doctrine"

Understand why an American historian has called American diplomacy of the 30's "tin-whistle diplomacy."

ACTIVITIES

Country	Conditions That Made Possible Rise of Dictator	Methods of Seizing Power	Policies Followed Thereafter
Russia			
Italy			
Germany			
Japan			

Aggressor Nations	Acts of Aggression
Soviet Russia	
Italy	
Germany	
Japan	

Suitable symbols for each of the countries listed on the preceding page may be drawn on the board (hammer and sickle, fasces, swastika, rising sun) and the scenes of aggression may be located on a wall map while the students place the symbols of the aggressors on outline maps.

Reports:

Trace the growing tension between Japan and the United States from 1931 (Stimson Doctrine) to 1941 (Pearl Harbor).

READINGS

(C) **American Foreign Policy. No. 9,10. Scott-Foresman.

(L) Rise of the American Nation. Vol. II, 1968. pp. 569-575. (Readings on America's Role in World War II)

(L) American History Illustrated.

November, 1966 - "Hiram Johnson of California"

Viking Press. Men of Power.

A. V. MATERIALS

Film:

"The Second World War: Prelude to Conflict" EBF

Filmstrip:

"America in World War II"
973.9(9) CFS H.S.

Transparency:

"U.S. History Transparency Master"
Sets No. 72, 73, 74.

Record:

"I Can Hear it Now" No. 118

Records:

New York Times - No. 356

Pearl Harbor
Draft
Lindbergh
British Support U.S.
Japanese Peace Envoys
"Day of Infamy"
Surrender

A. V. MATERIALS

TEACHER'S NOTES

Film:

"The Second World War: Prelude to Conflict" EBF

Filmstrip:

"America in World War II"
973.9(9) CFS H.S.

Transparency:

"U.S. History Transparency Master"
Sets No. 72, 73, 74.

Record:

"I Can Hear it Now" No. 118

Records:

New York Times - No. 356

- Pearl Harbor
- Draft
- Lindbergh
- British Support U.S.
- Japanese Peace Envoys
- "Day of Infamy"
- Surrender

CONTENT	CONCEPTS/OBJECTIVES	
2. Western Europe		Each stud cussion b attitude in the Ne with the transgres
a. Appeasement Era		
b. Hitler's Diplomatic Successes	Appeasement	The stude ing Ameri World War the teach headings nationali the shift neutralit belligere issues to Act of 19 troyers, of the At
B. War-Time Diplomacy	Total War	
1. United States' Quest for Neutrality, then Security	Understand the effect of geography on international relations.	Geography World War graphy, i location, area, and plain eac
2. Allied Agreements		---Why dif ---Why vade
a. Strategy		---Why diff aga aga
b. Post-War World		---Why on F were Stat

CONCEPTS/OBJECTIVES	ACTIVITIES
	Each student should prepare for class discussion by comparing and contrasting the attitude of the United States as shown in the Neutrality Acts of 1935 and 1937 with the policy of Woodrow Wilson toward transgressions of neutral rights.
Appeasement Total War	The students should read materials covering American foreign policy prior to World War II. Then, using the chalkboard the teacher should list, under the headings "isolationists" and "internationalists," the arguments relative to the shift in American policy from strict neutrality to the status of a nonbelligerent ally of Great Britain. Key issues to be considered are: Neutrality Act of 1939, transfer of American destroyers, Lend-Lease Act of 1941, Battle of the Atlantic, and the Atlantic Charter.
Understand the effect of geography on international relations.	Geography played an important part in World War II. How do the facts of geography, including such characteristics as location, climate, natural resources, area, and surface features, help to explain each of the following statements? ---Why did Great Britain find it difficult to help Poland? ---Why was Germany unable to invade the British Isles? ---Why did Germany find it more difficult to launch an attack against Soviet Russia than against France? ---Why did Japan consider an attack on Pearl Harbor vital if she were to strike at the United States?

READINGS	A. V. MATERIALS
(C) **European Issues in the 20th Century. No. 9.	
(C) **32 Problems in World History. No. 30.	
(C) **Appeasement in the 1930's. Scholastic.	Film: "True Glory" BIS "Battle of Britain" United World Films
(L) Day of Infamy. Lord.	
(C) Living American Documents. "FDR's 'Four Freedoms' Speech, 1941"; "The Atlantic Charter" Harcourt-Brace.	
(C) Readings in American History. Vol. II, Ch. 12. Ch. 12. Cotner. Houghton-Mifflin.	Filmstrip: "An Uneasy Postwar Period" 973.9(6) H.S.

A. V. MATERIALS	TEACHER'S NOTES
Film:	
"True Glory" BIS	
"Battle of Britain" United World Films	
Filmstrip:	
"An Uneasy Postwar Period" 973.9(6) H.S.	

CONTENT	CONCEPTS/OBJECTIVES	
C. Post-War Diplomacy		---Why dic the Uni to stay ---Why dic Rumani
1. Peace Treaties		---Why dic great c Japan?
2. UN Organized		Report on Wa World War II and the Prim
3. North Atlantic Treaty Organization Organized		met from tim heads of oth tablish war military str postwar sett (a) List atte majc
4. Pacific Area	Collective security	ment fere (1) (2)
a. SEATO		(3) (4) (5)
b. Anzus		(6) (7) (8) (9) (10)

SETTING
CONCEPTS/OBJECTIVES

ACTIVITIES

---Why did many Americans feel that the United States might be able to stay out of the war?

---Why did Germany wish to conquer Rumania?

---Why did the United States expect great difficulty in invading Japan?

Report on Wartime Conferences. During World War II the President of the U.S. and the Prime Minister of Great Britain met from time to time, sometimes with heads of other allied states, to establish war aims, to determine allied military strategy, and to lay plans for postwar settlements.

Collective security

(a) List the heads of state in attendance and summarize the major decisions and/or agreements at each of these conferences

(1) Washington, 1941
(2) Casablanca, 1943
(3) Washington, 1943
(4) Quebec, 1943
(5) Cairo Conference, 1943
(6) Teheran, 1943
(7) Second Cairo Conference, 1943
(8) Quebec, 1944
(9) Yalta, 1945
(10) Potsdam, 1945

READINGS	A. V. MATERIALS
Hiroshima: A Study in Science, Politics, and the Ethics of War. Heath. (C) **American Foreign Policy Nos. 11, 12. Scott-Foresman Basic Text: Chapter 41. (C) The Human Adventure No. 10. Harcourt-Brace. (C) Readings in American History. Vol. II, Ch. 13 Cotner. Houghton-Mifflin. (L) Bingham, J. U Thant. (L) Rise of the American Nation. Vol. II, 1968. pp. 721-737. (Readings on America's Foreign Policy and Challenges and Goals).	Films: "The Occupation of Japan" U of Indiana "The United Nations Organization for Peace" U of Illinois "NATO Action for Defense" UW "Policing Germany" U of Ill. "Aftermath of World War II" U of Illinois Transparency: U.S. History Transparency Masters No. 75, 77.

A. V. MATERIALS	TEACHER'S NOTES
Films: "The Occupation of Japan" U of Indiana "The United Nations Organization for Peace" U of Illinois "NATO Action for Defense" UW "Policing Germany" U of Ill. "Aftermath of World War II" U of Illinois Transparency: U.S. History Transparency Masters No. 75, 77.	

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
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		E p a t

CONCEPTS/OBJECTIVES

ACTIVITIES

(b) Suggest reasons why there were so many in 1943.

(c) At which conferences were agreements made which contributed to the development of major international problems in postwar years? What were these problems and when and why did they arise?

(d) Which, if any, of the problems referred to in (c) above are yet unsolved?

Report on a dictator

(a) When was Benito Mussolini forced to resign? Who succeeded him?

(b) When and why did Italy declare war on Germany? What effect did this action have on the military situation in Itlay?

(c) What happened to Mussolini?

Explain some of the attempts made to improve relations between Latin America and the United States during this century.

References:

(a) Canfield, Leon H. and Howard Wilder. *Making of Modern America*. Houghton-Mifflin, 1954.

(b) Muzzey, David S. and Arthur S. Link. *Our American Republic*. Ginn, 1963.

(c) In *Compton's* and *World Book* see "Latin America"

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES

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CONCEPTS/OBJECTIVES

ACTIVITIES

Foreign problems became critical between the two world wars. What made the American people turn from isolationism and again fight tyranny in Europe?

References:

(a) Graff, Henry F. and John A. Krout. Adventure of the American People. Rand, 1959.

(b) Ver Steeg, Clarence L. The American People: Their History. Row, 1961.

(c) In Compton's see "U.S. History, Part 7" and in World Book see "United States, History of."

Report:

Diplomatic attempts to halt aggression in the 30's.

The Axis powers claimed that, as "have-not nations," they had to resort to war to secure the natural resources they lacked. How would you have answered this argument?

Should an amendment be passed similar to the Ludlow amendment requiring a national referendum for a declaration of war except in time of invasion?

By placing an embargo on oil and metal exports to Japan, the United States placed Japan in the position of having to choose between abandoning the conquest of China, or attempting a quick victory before its war supplies were depleted. Should the U.S. have compromised to avoid war?

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES

CONCEPTS/OBJECTIVES	ACTIVITIES
	Organize committees to represent Germany, Italy, and Japan. Each committee is to tell why the nation it represents found itself at war with the United States in World War II.
	Why is there a Cold War in progress? *References*: (a) In *A Concise Dictionary of American History*, see "Cold War", p. 205. (b) In *Brittanica Junior Encyclopedia* see "International Relations; in *World Book*, see "Cold War."
	Explain how each of the following, as part of our defense against communism, has helped to meet its challenge in the democracies: Truman Doctrine, Marshall Plan, NATO, Common Market, SEATO. *References*: (a) Gavian, Ruth W. and W.A. Hamm. *United States History*. Heath, 1960. (b) Muzzey, David S. and Arthur S. Link. *Our American Republic*. Ginn, 1963. (c) Look for individual articles on these alliances in the encyclopedias.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
VI. United States Commitments in the Post War World - 1950 to Present	The security of the United States depends to a large extent upon a strong, stable and unified Western Europe.	W a b
A. Break with USSR divides Europe	Cold War	c
1. The stake for the United States	Marshall Plan	
	NATO	Th th yo
2. Meeting the challenge of Communism meant world-wide responsibility	Berlin airlift	De ta
	Baruch Plan	Co fo Ta of
3. Deadlock over control of atomic energy	Truman doctrine	Co
	Eisenhower doctrine	
4. The race in space		Li Li
	Satellite countries	
5. Summit conferences	Iron curtain	How Whe gov for to the mo

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CONCEPTS/OBJECTIVES

The security of the United States depends to a large extent upon a strong, stable and unified Western Europe.

Cold War

Marshall Plan

NATO

Berlin airlift

Baruch Plan

Truman doctrine

Eisenhower doctrine

Satellite countries

Iron curtain

ACTIVITIES

Working for Peace

a. If a nation faced by aggression wants "peace at any price," might it lose its freedom? Explain.

b. Give examples of nations that have remained neutral during World Wars. How and why were they able to remain neutral? Did their neutrality in any way diminish their freedom?

c. Give examples of nations that have gone to war to preserve their freedom.

The Truman Doctrine was the opposite of the Monroe Doctrine. Give reasons why you agree or disagree.

Describe ways in which the "iron curtains" hold back progress.

Contribute clippings or illustrations for a bulletin board exhibit on "Steps Taken by the U.S. to Combat the Spread of Communism."

Compare SEATO and NATO

List UN achievements.
List UN failures.

How has the Cold War changed Americans? When we maintain security checks and government secrecy, keep a large armed force active, and give billions of dollars to foreign nations, are the results worth the costs? See Ransom, Can American Democracy Survive the Cold War?

READINGS

(C) American Foreign Policy Scott-Foresman. Problems 11, 12, 13, 14.

The United States and the Soviet Union. 1917-1965. Heath.

The Cold War from Yalta to Cuba. Winks.

(C) American Foreign Policy since World War II. Spanier.

(C) A Sense of the Past. Section 33. Arnoff.

(C) **Federal, Allen. Viewpoints, U.S.A. pp. 314-320.

Schlesinger, A.M., Jr. A Thousand Days.

Agar, H. The Price of Power

(C) Living American Documents. "The Truman Doctrine" and "The Marshall Plan"

The Cold War: Containment and Its Critics.

(C) Readings in American History. Vol. II, Ch. 15. Cotner. Houghton-Mifflin.

A. V. MATERIALS

Films:

"Not So Long Ago"
NBC - McGraw
MP - U of Indiana

"Aftermath of World War II. Prologue to the Cold War.
MP - McGraw-Hill

"Atomic Energy Problems of Control"
FS - McGraw-Hill

"Berlin Airlift" MP TFC

"The Cold War, 1946-1953."
MP McGraw-Hill

"The Marshall Plan"
FS New York Times

Filmstrip:

"Momentous Decade: the Fifties"
973.9(12) H.S.

"Dwight D. Eisenhower" Pt. I,II
973.9(2) H.S.
973.9(3) H.S.

"The Race for Space"
FS New York Times

"Twelve Nations Sign the North Atlantic Pact"
INP - United World

"Two-Thirds of Mankind - Four Point Program" FS New York Times

A. V. MATERIALS TEACHER'S NOTES

:

So Long Ago"
McGraw
U of Indiana

rmath of World War II. Pro-
to the Cold War.
McGraw-Hill

ic Energy Problems of Con-

McGraw-Hill

in Airlift" MP TFC

Cold War, 1946-1953."
cGraw-Hill

Marshall Plan"
New York Times

trip:

ntous Decade: the Fifties"
(12) H.S.

ht D. Eisenhower" Pt. I,II
(2) H.S.
(3) H.S.

Race for Space"
New York Times

lve Nations Sign the North
ntic Pact"
- United World

-Thirds of Mankind - Four
Program" FS New York Times

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
B. Far East	Peace Corps	The Pr a. Ho th St po As ha
1. Middle East tensions, 1956 and 1967.	"Brink of War"	
	Internal subversion	b. Doe sel
2. Communists triumph in China	The "U-2" incident	c. Doe tic it ans
3. Aggression leads to "Hot War" (Korea)	To realize that present world problems can be understood only by understanding their roots in the past.	1. On mil 195 2. In maj vie tic
4. Sino-Soviet break	To investigate the causes and nature of the cold war.	3. Deb Ame suc ven
5. S. E. Asia	To see how the United States has attempted by various programs of military and economic aid to combat the spread of communism.	Problem barrele restore militar Communi to foll
	To realize that the cold war has been felt in Europe, Latin America, the Middle East, and Asia, and to see how a cold war may become a shooting war.	It has in space for the Examine

RLD SETTING

	CONCEPTS/OBJECTIVES	ACTIVITIES
ph	Peace Corps "Brink of War" Internal subversion The "U-2" incident	The Principle of Self-Determination a. How has self-determination affected the foreign policy of the United States? Give examples of this policy especially as applied in Asia and Africa. How successful has this policy been? b. Does the United States always favor self-determination? Why? Why not? c. Does the principle of self-determination have as much influence today as it did a decade ago? Explain your answer.
k	To realize that present world problems can be understood only by understanding their roots in the past. To investigate the causes and nature of the cold war.	1. On a world map show where American military forces were involved in the 1950's and 1960's. 2. In a two-columned analysis, list major Democratic and Republican views on major questions of politics and economics since 1948. 3. Debate: Resolved, that after 1950 American foreign policy generally succeeded in its objective of preventing the spread of Communism.
	To see how the United States has attempted by various programs of military and economic aid to combat the spread of communism.	Problem: The United States' double-barreled program of (1) economic aid to restore war-torn countries and (2) military aid and alliances to contain Communism was the only logical course to follow. (Give pros and cons.)
	To realize that the cold war has been felt in Europe, Latin America, the Middle East, and Asia, and to see how a cold war may become a shooting war.	It has been argued that Russian triumphs in space missiles constituted a triumph for the Russian educational system. Examine this argument.

READINGS	A. V. MATERIAL
The United States and China in the Cold War. Heath	*Filmstrips*: "United Nations Filmstri FS United Nations
(C) Feis, H. *China Tangle*.	"Atomic Age and the Chal of Communism" 973.9(10) CFS
	"The Korea Story" MP United World
	"Nightmare in Red" University of Illinois
	"Why Korea" TFC U of Minn.

A. V. MATERIALS	TEACHER'S NOTES
Filmstrips: "United Nations Filmstrips" FS United Nations "Atomic Age and the Challenge of Communism" 973.9(10) CFS H.S. "The Korea Story" MP United World "Nightmare in Red" University of Illinois "Why Korea" TFC U of Minn.	

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
C. Africa and Latin America	New isolationism	The 1.
1. Suez Crisis 2. The Congo 3. Troubled Americas	Understand that the U.S. can no more deny its economic aid and protection to people in Korea, South Viet Nam, Philippines, than it can deny aid to the poor in Chicago, New York or Los Angeles; that is, if it is as genuinely concerned with humanitarian ideals as we would like to believe.	2. 3.
	To continue to gain skill in use of the maps and graphs.	Repo On h War tary coop
	The Principle of Self-Determination (a) The meaning of self-determination (b) The effects of self-determination (c) Self-determination and foreign policy	Comp fore that Cons by a prog are Ameri Gathe ment comm with U. S.

CONCEPTS/OBJECTIVES	ACTIVITIES
New isolationism	The Space Age 1. What is the meaning of the term "inter-planetary space?" 2. What interplanetary space probes have been attempted by the United States? By the Soviet Union? Which have been successful? What new scientific information did they provide? 3. What future interplanetary space probes are planned by the United States? What problems must be solved to assure that these probes will be successful?
Understand that the U.S. can no more deny its economic aid and protection to people in Korea, South Viet Nam, Philippines, than it can deny aid to the poor in Chicago, New York or Los Angeles; that is, if it is as genuinely concerned with humanitarian ideals as we would like to believe.	
To continue to gain skill in use of the maps and graphs.	Report: On how Japan has prospered since World War II under an umbrella of U.S. military protection and economic aid and cooperation.
	Compare and contrast the United States foreign policy after World War I with that after World War II.
The Principle of Self-Determination (a) The meaning of self-determination (b) The effects of self-determination (c) Self-determination and foreign policy	Consider the following statement made by a newsman on a nationally telecast program, "The people of South Viet Nam are not worth the life of one single American soldier."
	Gather literature from the U.S. Department of State supporting the U.S. commitment in South View Nam. Compare with the contentions of those opposing U. S. involvement there.

READINGS	A. V. MATERIALS
Goldschmidt, W. The United States and Africa.	Film: "Cuba: The Missle Crisis" MP McGraw-Hill
(C) **Ideas in Conflict. Scott-Foresman.	
Draper, T. Castroism. Praeger.	
Goldschmidt, W. The United States and Africa.	
Draper, T. Castro's Revolution. Praeger.	

	A. V. MATERIALS	TEACHER'S NOTES
W. The and flict. n: astroism. W. The and Africa. astro's Praeger.	**Film**: "Cuba: The Missle Crisis" MP McGraw-Hill	

CONTENT	CONCEPTS/OBJECTIVES	
	Today the term self-determination is commonly used with reference to emerging nations. An understanding of the principle and its effects is essential to intelligent consideration of world problems and of United States foreign policy. The principle of self-determination and its effects might be the focus of this study.	The Princ 1. How f force deter degre satel 2. In wh deman preva have have 3. In te tion helpf Expla possi __Problem:__ and the r the Far E Examine t ministrat Truman o than tot Winks, T Cuba. p Do you a remove M Explain __Problem:__ reasons ward and world?

ONCEPTS/OBJECTIVES

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ermination is common-
used with reference
emerging nations.
understanding of the
nciple and its
fects is essential to
elligent consideration
world problems and of
ted States foreign
icy. The principle
self-determination
its effects might
the focus of this
dy.

ACTIVITIES

The Principle of Self-Determination

1. How far has the Soviet Union been forced by demands for self-determination to grant varying degrees of autonomy to its satellite countries? Give examples.
2. In what parts of the world are demands for self-determination most prevalent? Why? To what degree have such demands been met? What have been the results?
3. In today's world can self-determination be both harmful as well as helpful in keeping world peace? Explain your answer as fully as possible.

Problem: Compare the spread of Communism and the reasons for it, in Europe and in the Far East.

Examine the charge that the Truman administration "lost" China, or that Truman ought not to have settled for less than total victory in Korea. Sources: Winks, The Cold War: From Yalta to Cuba. p. 53 - 70.

Do you agree with Truman's decision to remove MacArthur from his command? Explain

Problem: To what extent and for what reasons has the United States aided backward and under-developed areas of the world?

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READINGS	A. V. MATERIALS	TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
		Read Wink *Cuba*. p of the ba "Resolvec recogniz ening.
	Alliance for Progress	What are agreement strategie USSR and *Report*: By giving to the cl a b c d Did Castr disagree Doctrine? Resolved: ordered U Cuba and Prepare a Foreign F low will the end c direct yc 1. A 2. Th 3. Th

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EPTS/OBJECTIVES	ACTIVITIES
	Read Winks, The Cold War: From Yalta to Cuba. p. 36 - 73, for an understanding of the background. A class debate, "Resolved: The United States should recognize Red China" could be enlightening.
ce for Progress	What are the several points of disagreement in philosophy, policies, strategies, and tactics, between the USSR and Communist China?
	Report: By giving historical examples, explain to the class the difference between: a. sphere of influence b. colony c. protectorate d. trusteeship
	Did Castro's rise to power in Cuba disagree with principles of the Monroe Doctrine?
	Resolved: President Kenedy should have ordered United States forces to invade Cuba and remove the Russian missles.
	Prepare a written report on American Foreign Policy. The topics listed below will serve as guides. Questions at the end of each chapter will help to direct your research. 1. A policy of isolation 2. The Monroe Doctrine 3. The Open-Door Policy

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	AC
		4. Partic wars
		5. Leader
VII. Contemporary West Germany	To learn the reasons for the economic resurgence.	Make a map of especially Wes and Berlin.
A. Economic recovery from World War II	To recognize the influence of geographical factors.	How was it pos to recover so II?
1. Effects of the Marshall Plan	Refugee problem	Contrast the b governments of
	To see why there was no peace treaty after World War II.	Compare the tr many with that
2. Contrast to the post World War I period		Compare the tr many after Wor
	United States of Europe	
		Compare the de in West German
B. Government and politics transition in form from the Third Reich to the Federal Republic of West Germany	Nuremberg trials	Compare the Co Republic with
	Bonn	
		Do you think t gram for defea been followed
1. The Adenhauer administration	To show the changes from the Weimar Republic to the Nazi era, to the Federal Republic	Do you think t U.S. to give a former enemy?

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SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
	4. Participation in two world wars
	5. Leadership of the free world
To learn the reasons for the economic resurgence.	Make a map of western Europe showing especially West Germany, East Germany, and Berlin.
To recognize the influence of geographical factors.	How was it possible for West Germany to recover so rapidly from World War II?
Refugee problem	Contrast the basic concepts of the governments of East and West Germany.
To see why there was no peace treaty after World War II.	Compare the treatment of defeated Germany with that of defeated Japan.
	Compare the treatment of defeated Germany after World War I and World War II.
United States of Europe	Compare the development of Socialism in West Germany and the United States.
Nuremberg trials	Compare the Constitution of the Federal Republic with that of the United States.
Bonn	Do you think that the original program for defeated Germany should have been followed to the letter?
To show the changes from the Weimar Republic to the Nazi era, to the Federal Republic	Do you think that it was wise for the U.S. to give aid to West Germany, our former enemy?

READINGS

Connell, Brian. A Watch on the Rhine.

(C) Snyder and others. Panorama of the Past. Vol. II, Chapter 11. Houghton-Mifflin

(L) "West Germany as a World Power. Current History. January, 1960.

(L) Current History. "West Europe" November, 1963.

(L) Current History. "European Common Market" April, 1963.

(C) Lukacs, John. A New History of the Cold War. Third Edition. Anvil.

Dawson, Christopher. Understanding Europe. (Image books)

A. V. MATERIALS

Film:

"Aftermath of World War II - Prologue to the Cold War"
MP McGraw-Hill

"The Revolution in Europe's Role in the World"
MP NET Indiana Univ.

"Trial at Nuremberg"
MP CSB ; McGraw-Hill

"Mr. Europe and the Common Market" MP CBS

"East Germany: The Land Behind the Wall" MP Carousel

"Divided Germany."
FS Current Affairs Films

"Berlin: Outpost of Freedom"
MP Alemann

"Berlin: Test for the West"
MP EBF

"Comeback for Germany"
FS New York Times

"Germany Today"
MP MOT U of Indiana

"Living in West Germany"
FS SVE

A. V. MATERIALS	TEACHER'S NOTES
Film:	
"Aftermath of World War II - Prologue to the Cold War" MP McGraw-Hill	
"The Revolution in Europe's Role in the World" MP NET Indiana Univ.	
'Trial at Nuremberg" MP CSB ; McGraw-Hill	
'Mr. Europe and the Common Market" MP CBS	
'East Germany: The Land Behind the Wall" MP Carousel	
'Divided Germany." FS Current Affairs Films	
'Berlin: Outpost of Freedom" IP Alemann	
Berlin: Test for the West" P EBF	
Comeback for Germany" S New York Times	
Germany Today" P MOT U of Indiana	
Living in West Germany" S SVE	

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
2. Handling the Nazi past	Yalta Conference
	Iron curtain
3. Anti-democratic movements	
	Berlin blockade
C. Foreign policy of West Germany	Berlin wall
	Potsdam Conference
1. Franco-German relations	
	Euratom
2. The possibility of reunification	Schuman Plan
3. Effects of the Cold War	To realize the changes which have taken place in Germany.
a. As a partner in NATO	To understand the German people and their concentration on rebuilding their country and of their post-war problems.
b. As a member of the UN	

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EPTS/OBJECTIVES

a Conference

curtain

in blockade

in wall

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people and their
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ding their country
of their post-war
lems.

ACTIVITIES

How, when, and why was Germany divided into zones?

Do you think under her present policy that West Germany will become a threat to the peace of Europe?

What has been the significance of the Krupp Works in German history?

What area in the U.S. compares to the Ruhr district?

What factors make West Germany a leading industrial nation?

Prepare a pictorial map of West Germany showing by means of pictures or drawings the following:

- Natural resources
- Industrial products
- Agricultural products
- Key industrial areas
- Outstanding cultural and scientific centers

READINGS	A. V. MATERIALS	TEACHER'S NOTES
	"Germany: A Family of the Industrial Ruhr" MP McGraw-Hill	
	"Germany Today" 943 CSF	
	"Germany: Key to Europe" 914.3 SF	

CONTENT	CONCEPTS/OBJECTIVES	
c. Position in regard to Communism	The significance of Germany in the world community of nations.	Matc notec 1. W 2. E 3. C
d. Rearmament	To develop an interest in American relations with Germany.	4. H 5. S 6. E
D. Present economic-social conditions and trends	To appreciate the technical and precision work for which Germany has always been famous.	7. H 8. D 9. F 10. E 11. N 12. D
1. The European economic community		What a Should
2. Urbanization and industrialization		Compare U.S. a Have th hindere
3. Technical and scientific developments		Is Nazi Show hc for gre
4. The labor movement		Compare and Wes tages t were re

CONCEPTS/OBJECTIVES

The significance of Germany in the world community of nations.

To develop an interest in American relations with Germany.

To appreciate the technical and precision work for which Germany has always been famous.

ACTIVITIES

Match the cities with what they are noted for:

1.	Weisbaden	city of cathedrals
2.	Bonn	unifersity town
3.	Cologne	spas
4.	Heidelberg	knives, scissors, etc.
5.	Solingen	seaport
6.	Berlin	birthplace of Beethoven
7.	Hamburg	picture galleries
8.	Dresden	former capital
9.	Frankfurt	munitions center
10.	Essen	financial center
11.	Nuremberg	river port
12.	Dusseldorf	railroad center

What are the goals of the Common Market? Should the U.S. be admitted?

Compare the standard of living of the U.S. and West Germany.

Have the European trade blocs helped or hindered a United States of Europe?

Is Nazism dead in Germany?

Show how Germany contains the essentials for greatness.

Compare the economic products of East and West Germany to show the advantages that would accrue if the two were reunited.

READINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		Write t Germany N.Y.) f West Ge as to: world, e the U.S. Write at followin 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.

	CONCEPTS/OBJECTIVES	ACTIVITIES
		Write to the German Embassy or West Germany Information Bureau (New York, N.Y.) for current data on a particular West German industry. Compile a report as to: units produced, rank in the world, extent to which it is sold in the U.S. Write at least one fact about the following people: 1. Daimler 2. Grimm 3. Bach 4. Beethoven 5. Brahms 6. Von Zepplin 7. Bismarck 8. Kaiser William II 9. Lilienthal 10. Steinmetz 11. Richard Wagner 12. Schumann 13. Robert Wagner 14. Carl Schurz 15. Goethe 16. Handel 17. Mozart 18. Mendelssohn 19. Hitler 20. Von Hindenberg 21. Luther 22. Huess 23. Adenauer 24. Einstein 25. Rosa Luxemburg 26. Willy Brandt 27. Ed. Bernstein 28. Werner Von Braun 29. Krupp 30. Kurt Kiesinger 31. Richard Strauss

READINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		Dra 1 2 3 4 5 6 7. 8.

CONCEPTS/OBJECTIVES

ACTIVITIES

Draw a large map of Germany.

1. Show the four zones.
2. Put in the rivers Rhine, Elbe, Weser, Oder.
3. Locate the capital of the Federal Republic and the past capital of Germany.
4. Indicate the Black Forest
5. Show the valleys Saar, Rhine, Ruhr
6. Locate cities:
    a. Coblenz
    b. Nuremberg
    c. Bremen
    d. Stuttgart
    e. Bayreuth
    f. Frankfurt
    g. Munich
    h. Hamburg
    i. Berchtesgaden
    j. Dologne
    k. Weisbaden
    l. Krefeld
    m. Heidelberg
    n. Solingen
7. Locate Lake Constance.
8. Show the countries bounding Germany.

ADINGS	A. V. MATERIALS	TEACHER'S NOTES

CAUSES OF WAR

World War I - World War II - Vietnam

UNIT IV

UNIT IV: CAUSES OF WAR (World War I, World War II, Vietnam)

CONTENT	CONCEPTS/OBJECTIVES	
I. Causes of World War I	Imperialism	Know th Sus Balk Fou Trip Secr Sara Mobi Trip
A. Peace movements	Nationalism	
1. Hague Conference	Internationalism	
	Militarism	Discuss range c War I.
B. European outbreak	Ultimatum	What wa U.S. en some wa been avo
1. Background causes	To understand that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.	
a. Alliance systems		Do you t cause fo
		Prepare World Wa
b. Rampant militarism	To understand the reasons for our entry into the war on the side of the Allies.	Discussi movement prevent
c. National jealousies		Prepare revoluti I.
	To realize the far-reaching effects of war.	

War I, World War II, Vietnam)

CONCEPTS/OBJECTIVES	ACTIVITIES
Imperialism	Know the significance of: Sussex pledge Balkans Fourteen Points Triple alliance Secret agreement Sarajeva Mobilization Triple entente Zimmerman note Lusitania "Safe for Democracy" Reparations Kaiser Wilhelm II Czar Nickolas II Clemenceau Security Inquiry
Nationalism	
Internationalism	
Militarism	Discuss the immediate causes and the long-range causes for the outbreak of World War I.
Ultimatum	What was the immediate cause for the U.S. entry into World War I? Suggest some way in which this cause might have been avoided.
To understand that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.	Do you think the U.S. had sufficient cause for entering World War I? Why? Prepare a report on secret treaties of World War I.
To understand the reasons for our entry into the war on the side of the Allies.	Discussion in class: "Why did the peace movements of the early 1900's fail to prevent war?"
To realize the far-reaching effects of war.	Prepare a report on the technological revolution and its relation to World War I.

READINGS

Basic Text: Chapter 32, W.W. I; Chapters 38, 39, W.W. II; Chapter 41, Korea and Viet Nam

United States History. Chapter 21.

(C) **Causes of War. Scott-Foresman.

(C) **American Foreign Policy. Problems 7, 9. Scott-Foresman.

(C) Western Europe. Ch. 9, 10. Scholastic.

(L) Guns of August.
The Proud Tower.
Tuchman

From Imperialism to Isolationism. Macmillan.

(C) Our World Through the Ages. Ch. 21. Prentice-Hall. "Peace Movements to 1914"

(C) 32 Problems in World History. No. 24, 25. ** Scott-Foresman.

(C) A Sense of the Past. "The War Erupts" Arnof.

(C) The Human Adventure. Vol. II. "Assassination of Archduke Franz Ferdinand" Eisen.

(C) A Treasury of Great Reporting. Snyder.

A. V. MATERIALS

Films:

"Causes and Effects of World War I"	Inter. Geog.
"Headlines of the Century"	TFC
"Lost Battalion"	McGraw-Hill
"The Secret Message That Plunged U.S. Into World War I."	McGraw-Hill
"Woodrow Wilson"	Film Classic Exchange
"World War I"	EBF
"Yanks Are Coming"	TFC
"Woodrow Wilson, the Spokesman for Tomorrow"	McGraw-Hill
"World War I: The Background. The Early Days"	Air Force (Free)

Transparency:

U.S. History transparency Masters Set 65

No. 1: "Causes of W.W.I
No. 2: "Causes of U.S. Entry"
No. 3: "Fourteen Points"

Filmstrip:

"Woodrow Wilson" Guidance Assoc.

A. V. MATERIALS	TEACHER'S NOTES
Films:	
"Causes and Effects of World War I" Inter. Geog.	
"Headlines of the Century" TFC	
"Lost Battalion" McGraw-Hill	
"The Secret Message That Plunged U.S. Into World War I." McGraw-Hill	
"Woodrow Wilson" Film Classic Exchange	
"World War I" EBF	
"Yanks Are Coming" TFC	
"Woodrow Wilson, the Spokesman for Tomorrow" McGraw-Hill	
"World War I: The Background. The Early Days" Air Force (Free)	
Transparency:	
U.S. History transparency Masters Set 65	
No. 1: "Causes of W.W.I No. 2: "Causes of U.S. Entry" No. 3: "Fourteen Points"	
Filmstrip:	
"Woodrow Wilson" Guidance Assoc.	

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
d. Imperialism	To develop skills of analysis, fact-finding, and interpretation.
e. Leadership	To develop map skills.
2. Immediate causes	To realize that the U.S. is part of world history and events which occur in other parts of the world affect us.
a. German naval policy	
b. Assassination at Sarajevo	To recognize the forces behind some of the events which have had far-reaching effects on American life.
c. Mobilization	Blockade
C. U.S. Entry	Neutrality
1. Neutrality - Fact or Fiction?	Contraband
	Aggression
2. Background causes	

<table>
<tr><th>CONCEPTS/OBJECTIVES</th><th>ACTIVITIES</th></tr>
<tr><td>To develop skills of analysis, fact-finding, and interpretation.</td><td>Culminating exercise: Class written comment on "Wars do not solve problems; they merely create new ones."</td></tr>
<tr><td>To develop map skills.</td><td>See Teacher's Manual, page 321 for map activity.</td></tr>
<tr><td>To realize that the U.S. is part of world history and events which occur in other parts of the world affect us.

To recognize the forces behind some of the events which have had far-reaching effects on American life.</td><td>Chart:
Attempts by the U.S. to Keep Out of War
<table>
<tr><th>War</th><th>Attempts at Neutrality</th><th>Results</th></tr>
<tr><td>France vs. Europe, 1783-1800</td><td></td><td></td></tr>
<tr><td>Napoleonic Wars</td><td></td><td></td></tr>
<tr><td>World War I</td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Blockade</td><td>**See: The Lusitania: A Source Problem in American History.</td></tr>
<tr><td>Neutrality</td><td>Compare the reasons for and the practices of imperialism of pre-World War I in Germany with those of England before the Revolutionary War.</td></tr>
<tr><td>Contraband</td><td>Make a world map indicating colonial possessions and spheres of influence of the major powers prior to 1914.</td></tr>
<tr><td>Aggression</td><td></td></tr>
</table>

READINGS	A. V. MATERIALS
(L) American Heritage April, 1962; June, 1965 February, 1958 June, 1955 February, 1961 June, 1955 April, 1964. (C) Panorama of the Past. Part 4. Houghton-Mifflin. (L) American Heritage "Black Jack's Mexican Goose Chase" June, 1962. "The War to End War" October, 1959. "Still Quiet on the Western Front" October, 1965. "A Yank in the BEF" June, 1965. "Bloody Belleau Wood" June, 1968 "When Gentlemen Prepared for War" April, 1964. (C) Impressions of America. Part 4. Harcourt-Brace. (L) Our World Through the Ages. Ch. 22. Prentice-Hall. (causes of W.W. I) May, E. The Coming of War. Rand-McNally. (C) American Foreign Policy** No. 7, 9. Scott-Foresman.	Transparency: Rise No. 20 Chart: First World War Civic Ed. Suc. 1733 K St. N.W. Washington, D.C. 20006 Film: "World War I: Role of the U.S." EBF

A. V. MATERIALS	TEACHER'S NOTES
Transparency: Rise No. 20 Chart: First World War Civic Ed. Suc. 1733 K St. N.W. Washington, D.C. 20006 Film: "World War I: Role of the U.S." EBF	

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
a. Commerce-prestige	Balance of power	Suggested res tion with Vie having survey the major exp U.S. entry in a hypothesis to find facts refute the hy that agree an
b. Economic - cultural	To evaluate sources of information	
c. Propaganda		Study Wilson' and the Coven Nations. Com Charter.
3. Immediate causes		Use a world m volved in Wor areas involve
a. Submarine war	Covenant	Construct a cost of Worl terms of the Loss Nati War by, Ways fi
b. Morality		
c. Self-interest		
d. Other hypotheses	Total war	Understand t Blitzkrieg Danzig Polish Corri Munich Lend-Lease Atlantic Ch Convoy Unconditiona surrender War crimes

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EPTS/OBJECTIVES	ACTIVITIES
of power luate sources of ation	Suggested research project in conjunction with Viewpoints, p. 252. After having surveyed, in Viewpoints, some of the major explanations advanced for U.S. entry into World War I, pick one as a hypothesis and search in the library to find facts that tend to support or refute the hypothesis. Examine books that agree and disagree.
	Study Wilson's famous "Fourteen Points" and the Covenant of the League of Nations. Compare them with the U.N. Charter.
	Use a world map to show the areas involved in World War I as compared with areas involved in World War II.
nt	Construct a bar graph which compares cost of World War I and World War II in terms of the following: Loss of lives National War Debt War debt owed to the U.S. by other nations Ways in which each was financed.
war	Understand the significance of: Blitzkrieg — Crimes against humanity Danzig — Quarantine Speech Polish Corridor — Panay Incident Munich — Operation Overlord Lend-Lease — Yalta Atlantic Charter — Potsdam Convoy — Have-not nations Unconditional surrender — Island-hopping America first War crimes

READINGS	A. V. MATERIALS
(C) **Viewpoints U.S.A. American Book Co.	
(C) **Case Studies in American History. No. 12 E.P.S.	
(C) Five Centuries in America. Chapter 25.	
(L) U.S. History. pp. 524-525. Scott-Foresman (war chronology)	
The Day They Sank the Lusitania. Chidsley.	
(L) All Quiet on Western Front. Remarque	
(C) Paths of Glory Cobb	
(C) American Diplomacy 1900-1950. G.F. Kennan. Chapter 4.	
(C) Readings in American History. Vol. II, Ch. 9. Cotner. Houghton-Mifflin.	
"Buttons" Carl Sandburg.	
America's Entry into World War I: Submarines, Sentiment, or Security. Holt, Rinehart and Winston.	
Tuchman. The Zimmerman Telegram.	
(L) American History Illustrated. May, 1966 "The Second Battle of the Marne"; "A Company Commander's Story of the Battle"	

	A. V. MATERIALS	TEACHER'S NOTES
can S. ca. 525. que bb s- in. g. rld ti- t, ra- cond A ry		

CONTENT

D. Issues involved

1. Publicly stated

2. Secretly agreed

E. Course of the War

II. Causes of World War II

A. Peace movements

1. League of Nations

2. Disarmament movements

3. Kellog-Briand Pact

CONCEPTS/OBJECTIVES

Basic concepts:

Japan became the first modern industrial nation in the Far East. However, her lack of raw materials and her desire to imitate the imperialism of the West led her into World War II. Hitler began with the goal of correcting the mistakes of the World War I peace, but appeasement encouraged him to go further.

Total war

Chart of Agg

Aggressor
USSR
Italy
Germany
Japan

Map Exercise

On an outlin
name and co

1. Axis
2. Maxi
3. Alli
4. Neut

Locate and

1. Atlanti
2. North S
3. Baltic
4. Mediter
5. Black S

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Aggressor
Japan
Italy
Germany

CONCEPTS/OBJECTIVES

Basic concepts:

Japan became the first modern industrial nation in the Far East. However, her lack of raw materials and her desire to imitate the imperialism of the West led her into World War II. Hitler began with the goal of correcting the mistakes of the World War I peace, but appeasement encouraged him to go further.

Total war

ACTIVITIES

Chart of Aggression:

Aggressor Nation	Acts of Aggression
USSR	
Italy	
Germany	
Japan	

Map Exercises:

On an outline map of the world, locate name and color:

1. Axis powers
2. Maximum area of Axis control
3. Allied powers
4. Neutral nations

Locate and name on a map of Europe:

1. Atlantic Ocean
2. North Sea
3. Baltic Sea
4. Mediterranean Sea
5. Black Sea
6. Caspian Sea
7. Adriatic Sea
8. Gibralter
9. Crete
10. Malta

Complete the following chart:

Aggression by the Dictatorships Before World War II

Aggressor	Victims	Dates
Japan		
Italy		
Germany		

READINGS

(L) The Road to War. W. Millis.

(L) America Goes to War. Tonsill.

Heritage of America. Chapter 34.

(C) **32 Problems in World History. No. 30. Scott-Foresman.

(L) Our World Through the Ages. Chapter 25. Prentice-Hall (Causes of W.W. II)

(C) **European Issues in the 20th Century. No. 9.

(L) American History Illustrated. February, 1967. "The Outstanding Soldier of the A.E.F."

Basic Text: Chapters 38, 39.

(L) United States History. Chapters 25, 26. Scott-Foresman.

(C) **American Foreign Policy No. 10. Scott-Foresman.

(C) Panorama of the Past. Vol. II, Ch. 9 Houghton-Mifflin.

(C) Western Europe. Ch. 10. Scholastic.

A. V. MATERIALS

Films:

"World War II: Background and Causes" Coronet

"The Second World War: Prelude to Conflict" EBF

"The Second World War: Triumph of Axis" 940.53(1)

"Allied Victory" 940.53(2)

"The Rise of Adolf Hitler" McGraw-Hill

"Twisted Cross" Indiana U

"Rise and Fall of Nazi Germany" Indiana U

"Chamberlain at Munich" Indiana U

"Crisis at Munich" Indiana U

"From Kaiser to Fuehrer"

"Stalin" McGraw-Hill

"The Week That Shook the World" Indiana U

"Guilty or Not: The Nuremberg Trials" RKO

. V. MATERIALS	TEACHER'S NOTES
II: Background and Coronet	
d World War: Prelude t" EBF	
d World War: Triumph 940.53(1)	
ctory" 940.53(2)	
of Adolf Hitler" McGraw-Hill	
ross" Indiana U	
Fall of Nazi Germany" Indiana U	
in at Munich" Indiana U	
Munich" Indiana U	
er to Fuehrer" McGraw-Hill	
That Shook the World" Indiana U	
Not: The Nuremberg RKO	

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
4. Lucarno Treaty	Appeasement	Desc worl ship aggr
B. European outbreak	Aggression	
	Neutrality	Draw follo 1.
1. Background causes		
	Propaganda	2.
a. Injusties in Versailles Treaty	Racism	3. 4.
	Dictator	Map A Locat a map
b. Appeasement policy	Air power	1. 2. 3. 4.
c. U.S. isolation from World political affairs	Atomic age	5. 6. 7. 8.
	Diplomacy	9. 10.
d. Adolf Hitler	Isolationism	You r Russi 1.
	Totalitarianism	2.

EPTS/OBJECTIVES

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ACTIVITIES

Describe the attempts by the rest of the world to halt aggression by the dictatorships before World War II. Why did aggression continue?

Draw a cartoon illustrating one of the following ideas:

1. The rise of dictators threatened the Good Neighbor Policy.
2. The British and the French did little to halt German aggression in the 1930's.
3. Dunkirk stands for courage.
4. Science goes to war.

Map Activity:

Locate and name these major battles on a map of Europe and North Africa:

1. Evacuation of Dunkirk (1940)
2. Air attack on Britain (1940-44)
3. Battle of El Alemein (1942)
4. Invasion of North Africa (1942)
5. Battle of Stalingrad (1942)
6. Invasion of Italy (1942)
7. Battles of Moscow and Leningrad
8. Invasion of France
9. Battle of Berlin (1945)
10. Battle of Crete

You read how dictatorships arose in Russia, Germany, Italy, and Japan.

1. Can you find any pattern which held true in all four countries?
2. In what countries in the world today do these conditions exist?

READINGS

(C) The Human Adventure. Part 9. Harcourt-Brace

(C) Readings in World History. Stavrianos. "Hitler's Plan for Conquest"; "Mussolini's Plans for Conquest"; "The Tanaka Memorial"; "The Coming of World War II".

A Treasury of Great Reporting. Snyder

While You Were Gone. Simon and Schuster

Days of Infamy. Holt.

War for the World. Yale.

Brave Men. Holt.

A Soldier's Story. Holt.

Crusade in Europe. Doubleday.

Hiroshima. Knopf.

American Heritage.
June, 1956
August, 1957
April, 1952
August, 1962.

A. V. MATERIALS

Record:

"I Can Hear it Now"

Film:

"You Are There"

"December 7, 1941"

"The Surrender of Corregidor"

"D-Day, June, 1944"

"The Liberation of Paris"

"V-J Day"

"Victory in Europe" McGraw-Hil

	A. V. MATERIALS	TEACHER'S NOTES
enture. ourt-Brace orld His- anos. n for Con- olini's quest"; "The al"; "The ld War II". Great nyder e Gone. uster y. Holt. orld. Yale. olt. tory. Holt. rope. nopf. tage. 7 2.	Record: "I Can Hear it Now" Film: "You Are There" "December 7, 1941" "The Surrender of Corregidor" "D-Day, June, 1944" "The Liberation of Paris" "V-J Day" "Victory in Europe" McGraw-Hill	

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
2. Immediate causes	Mutual security	The Axi not" nat war to they lac answere
a. Russo-German Treaty August, 1939	Understand that sometimes nations and people will go to extremes during times of hardship and insecurity.	How do the Axi
b. German Attack on Poland September, 1939	To see how dictatorships arose after World War I and how their aggressive moves threatened world peace.	Geograph World Wa geograph tics as resource help to statemen a. b.
	To understand why the dictators were not stopped in their aggressive moves.	It is of "What mi compositi
	To trace the development of U.S. policy toward the aggressive actions of the dictators.	1. B 2. u 3. R
	To examine the combination of circumstances that led to our entry into the war.	
	To realize the far-reaching effects of the war.	

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CONCEPTS/OBJECTIVES

Mutual security

Understand that sometimes nations and people will go to extremes during times of hardship and insecurity.

To see how dictatorships arose after World War I and how their aggressive moves threatened world peace.

To understand why the dictators were not stopped in their aggressive moves.

To trace the development of U.S. policy toward the aggressive actions of the dictators.

To examine the combination of circumstances that led to our entry into the war.

To realize the far-reaching effects of the war.

ACTIVITIES

The Axis Powers claimed that as "have-not" nations, they had to resort to war to secure the natural resources they lacked. How would you have answered this argument?

How do you account for the successes of the Axis in the early days of the war?

Geography played an important part in World War II. How do the facts of geography, including such characteristics as location, climate, natural resources, area, and surface features help to explain each of the following statements?

a. Why did Great Britain find it difficult to help Poland?

b. Why was Germany unable to invade the British Isles?

It is often interesting to think about "What might have happened." Write a composition using one of these ideas:

1. If Germany had invaded Great Britain after Dunkirk....
2. If the atom bomb had not been used....
3. If Hitler had not invaded Russia....

READINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
	To understand that the causes of a major historical event are very complex.
	To realize that the U.S is part of world histor
	To develop map skills.
	To develop skills of fact finding, analysis, and interpretation.
	To understand that sacr fice is often required in order to provide ou basic security. This should be understood an appreciated.

CONCEPTS/OBJECTIVES	ACTIVITIES
To understand that the causes of a major historical event are very complex. To realize that the U.S. is part of world history. To develop map skills. To develop skills of fact finding, analysis, and interpretation. To understand that sacrifice is often required in order to provide our basic security. This should be understood and appreciated.	Problem: Compare and contrast Germany's motives for marching in 1914 with Israel's in 1967. Compare and contrast the general public reaction in the U.S. at the time of each event. Give reasons for the apparent inconsistency in our attitude. Report: Try to justify the German acts of aggression prior to World War II. Make references to Versailles Treaty, economic needs, colonial injustices, revenge motive, "unfinished business" theme, territorial needs, race theories, Communist threat, super-nationalism. Prepare a report, including maps and charts, on the subject of Soviet contributions to victory in World War II. Compare the eight points of the Atlantic Charter with the Fourteen Points of Wilson's program for a peaceful world. Interview adults who may recall some of the important events of the times with respect to the circumstances under which they became aware of them and the impression they made. Have a committee report on the background, character, training for leadership, and wartime role of: Churchill Stalin Chiang Kai-shek FDR Hitler Mussolini

READINGS	A. V. MATERIALS	TEACHER'S NOTES

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UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
C. U.S. entry		Rep
1. Neutrality - fact or fiction?		Try sio ref tor nat
		Pro
2. Background causes		At sen wor Toge the
a. Economic-cultural ties		Try to spec pres gand issu
b. Propaganda		
c. Axis aggression		Just prio refe mobi Alli tion
2. Immediate causes		
a. "Help short of War"		
b. Pearl Harbor		

EPTS/OBJECTIVES ACTIVITIES

Report:

Try to justify Japanese acts of aggression in the 1930's. Make specific references to economic needs, territorial desires, population pressures, national pride.

Problem:

At this point the dictatorships represented the most powerful forces in the world: Japan, Germany, and the USSR. Together they were unbeatable. How did the Allies emerge victorious?

Try to justify American policies prior to World War II regarding Japan. Make specific references to U.S. economic pressures, political pressures, propaganda, U.S. missions to China, moral issues, traditional U.S. policies.

Justify U.S. policy toward Germany prior to World War II. Make specific references to stopping totalitarianism, mobilization or world opinion, aid to Allies, "armed neutrality," traditional policies.

READINGS

(C) **Ideas in Conflict. No. 10. Scott-Foresman.

(C) **Viewpoints, USA. p. 290. American Book Co.

(L) **United States History. Teacher's Resource Book. Ch. 25, "The America First Movement" Scott-Foresman

(C) Impressions of America. Vol. II. See 3. Harcourt-Brace.

(C) A Sense of the Past. No. 9. Macmillan.

(L) "Did Roosevelt Start the War?" Harper's. June, 1950. S.E. Morrison.

American Heritage

"Juneau..."

"World War II.." August, 1937.

"Blimps in..." February, 1959.

"Marine Corps in..." February, 1959.

"Seige of Wake Island" June, 1959.

"Pearl Harbor: Who Blundered?" Feb., 1962.

"God, Please Get Us Out of This" April, 1966.

"The Fall of Corregidor" August, 1966.

"Six Minutes that Changed the World" Feb., 1963.

A. V. MATERIALS

For additional films on U.S. participation in the war, see film catalog of U.S. Air Force, Army, and Navy.

"Churchill - Man of the Century"

Film:

"Pearl Harbor" McGraw-Hill

"Victory at Sea" EBF

"World War II" (Prologue USA) EBF

"Chester Nimitz Story" Air Force

"December 7, 1941" McGraw-Hill

"Hirohito" McGraw-Hill

"Prelude to War" Illinois U

A. V. MATERIALS	TEACHER'S NOTES
For additional films on U.S. participation in the war, see film catalog of U.S. Air Force, Army, and Navy. "Churchill - Man of the Century" Film: "Pearl Harbor" McGraw-Hill "Victory at Sea" EBF "World War II" (Prologue USA) EBF "Chester Nimitz Story" Air Force "December 7, 1941" McGraw-Hill "Hirohito" McGraw-Hill "Prelude to War" Illinois U	

UNIT IV: CAUSES OF WAR

CONTENT

CONCEPTS/OBJECTIVES

c. Security

D. Issues involved

E. Course of the War

III. Causes of View Nam conflict

A. Attempts to preserve peace

1. U. N.

2. Regional mutual security arrangements

3. Deterrent military force

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1. Axis
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   b.
   c.
   d.
   e.
   f.
4. Color
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EPTS/OBJECTIVES ACTIVITIES

Write an eyewitness account of one of the following events of World War II as it might have been written by someone who took part in it:

1. The attack on Pearl Harbor (as seen by a Japanese flyer or by an American antiaircraft gunner.)
2. The retreat from Dunkirk (as seen by a German flyer or by a member of the crew of a British rescue boat).
3. The bombing of Hiroshima (as seen by a Japanese civilian or by the pilot of the United States plane).

Map Activity:

Locate and name on the map of the Pacific:

1. Axis power - Japan
2. Allied powers
   a. U.S.
   b. Australia
   c. New Zealand
   d. China
   e. USSR
   f. Canada
3. Geographia areas:
   a. New Guinea
   b. Netherlands Indies
   c. Philippine Islands
   d. Hawaii
   e. Alaska
   f. Aleutian Islands
4. Color the extent of Japanese control by 1942.

READINGS

American Heritage

"A Coastwatcher's Diary" February, 1966.

"I've Served My Time in Hell" February, 1966

"The First Flag-Raising on Iwo Jima" June, 1964.

"A Few Men in Soldier Suits" August, 1957.

(L) American History Illustrated

"The P-40" June, 1967

"How One Flying Tiger Died" June, 1967

"George Patten - A Personality Profile" July, 1966.

(C) United States History "Men in History" p. 661

(C) United States History.

Teachers Resource Book. "Naval Airpower in the Pacific in WW II" No. 26 Scott-Foresman

(L) American Heritage

"Battle of Midway" February, 1963.

"A Few Men..." Aug., 1957.

(L) American History Illustrated. Jan.-Feb. '68.

"Appraisal of Douglas McArthur"

"MacArthur Profile"

A. V. MATERIALS

Films:

"The Second World War: Triu
of the Airs"

"The Second World War: Allie
Victory"

"World at War" Illinoi

"Battle of Britain" Indian

"Rise of Nationalism in S.E.
Asia" Illinoi

"Fall of China"

"Mao Tse-tung" Illinoi

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A. V. MATERIALS

TEACHER'S NOTES

Films:

"The Second World War: Triumphs of the Airs"	EBF
"The Second World War: Allied Victory"	EBF
"World at War"	Illinois U
"Battle of Britain"	Indiana U
"Rise of Nationalism in S.E. Asia"	Illinois U
"Fall of China"	
"Mao Tse-tung"	Illinois U

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
B. Outbreak of war		
1. Power vacuum		
2. Aggressive Communism		
3. UN failings	Aggression	Pre logi fere soli acc meet
	Treaty commitment	
4. A desire for self-determination		Usin foll
	Free choice	1 2 3
C. U. S. entry		
	Containment	4
1. Lessons learned from World War II	Escalation	5
	Appeasement	What then
2. Treaty commitments		
	Pacifism	Compa at th prese
3. Encourage spread of free choice	Deterrent	

CONCEPTS/OBJECTIVES

ggression

reaty commitment

ree choice

Containment

Escalation

Appeasement

Pacifism

Deterrent

ACTIVITIES

3. Locate, name, and date the following major battles:
    a. Attack on Pearl Harbor (1941)
    b. Battle of Midway (1942)
    e. Battle of Coral Sea (1942)
    d. Battle of Guadalcanal (1942)
    e. Battle of Phillipines (1944)
    f. Battle of Iwo Jima and Okinawa (1944)
    g. Allied advances in Pacific theater.

Prepare a chart listing in chronological order the Inter-American conferences dealing with "hemisphere solidarity" and the important accomplishments of each of these meetings.

Using library reasearch, find the following:

1. Motives of Japan in World War II
2. The plight of the Nisei
3. The immediate train of events that followed Pearl Harbor
4. Goals of U.S. diplomatic moves toward Japan before Pearl Harbor
5. Why was the Japanese attack on Pearl Harbor so successful?

What steps did the U.S. take to strengthen her national defenses?

Compare: Attitudes, public and private, at the start of World War II and at present in the VietNam conflict.

READINGS	A. V. MATERIALS
(L) American History Illustrated. November, 1967.	
"Blooding the 83rd Division in Normandy"	
Basic Text: Chapter 41.	
(C) Panorama of the Past. Vol. II, Part 4. Chapter 10. Houghton-Mifflin.	
Angel of Dienbienphu.	
The Ugly American.	
The Green Berets.	
Outpost of Freedom. McGraw-Hill.	

A. V. MATERIALS	TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
D. Issues involved	Since World War II the U.S. has fought Communism by standing firm and helping those who seek help. Some of our policies have produced disagreement at home and abroad.	Compa prior eleme
E. Public reaction		Contr in Wo civil 1967. of th
F. Course of the war		
G. Position on U.S. role in Viet Nam taken by nations in S.E. Asia, W. Pacific generally.	Objectives: To understand that as the richest and most powerful nation on earth, the U.S. had no choice but to accept the responsibilities of world leadership.	Repor Why t criti Why 1 -the t
	To appreciate the immediacy of the world-wide challenge of Communism.	Exami to se took bers
		Contra with
	To understand the stated policy of "containment".	Gather South your c isues
	To develop facility in the use and understanding of maps.	Gather ment's South
	To improve skills of research and communication.	Examin pickin aggres

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NCEPTS/OBJECTIVES	ACTIVITIES
e World War II the has fought Commun- by standing firm and ing those who seek . Some of our cies have produced greement at home and ad.	Compare: U. S. actions to oppose dictators prior to World War II with traditional elements of American foreign policy. Contrast the role of the U.S. civilian in World War II with that of the Israeli civilian during the Egypt-Israeli War of 1967. How might this affect the attitude of the civilians?
ectives: To under- d that as the hest and most power- nation on earth, the had no choice but accept the responsi- ities of world leader- p.	Reports: Why the Battle of the Atlantic was a critical phase of the war. Why 1942 is recognized as the "turn of the tide" in World War II.
appreciate the ediacy of the world- e challenge of munism.	Examine the SEATO agreement with a view to seeing what commitments the U.S. took on with regard to the other members of the pact. Contrast U.S. action in Southeast Asia with U.S. action prior to World War II.
nderstand the stated icy of "containment".	Gather evidence to justify U.S. aid to South Vietnam. (Department of State, your congressman, American Legion, back isues of Newsweek, U.S. News, Time, etc.)
develop facility in use and understand- of maps.	Gather evidence to repudiate our government's current policy with regard to South Vietnam.
improve skills of earch and communica- n.	Examine U.N. Charter with a view toward picking provisions designed to stop aggression

READINGS	A. V. MATERIALS
Newsbook No. 4 - VietNam: The War. National Observer.	
(L) The World of Communism. Swearingen.	
(L) Two Ways of Life. Ebenstein.	
(C) A Sense of the Past.	
(C) **Viewpoints, USA. American Book Co. p. 320.	
(C) **American Foreign Policy. No. 13. Scott-Foresman.	
(L) Current issues of	
U.S. News and World Report	
Time	
Newsweek.	
The New Republic.	
The National Observer.	
Vietnam Information.	
Notes. Supt. of Documents.	

	A. V. MATERIALS	TEACHER'S NOTES
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UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
	To understand that events in one part of the world affect other parts.	Have stude war with W
	To appreciate that major events usually have complex origins.	Research T What is the of present Vietnam co U.S. USSR France Great Br
	"Domino theory"	Read and gi
	Democratic Peoples Republic	Trace the h to the prese tion to res changes in Communist a
	Subversion	
	Appeasement	Trace, sketc Communist ag areas contr USSR, Red Ch attempts at
	"Hawk" "Dove"	Report: Wha aspects of a such as anti ism, flag-bu

EPTS/OBJECTIVES	ACTIVITIES
derstand that s in one part of orld affect other .	Have students contrast the Vietnam war with World War II.
preciate that events usually complex origins.	Research Topic: What is the official government view of present U.S. policies in the Vietnam conflict? U.S. Australia USSR Philippines France Indonesia Great Britain Poland
no theory"	Read and give a report on Ho Chi Minh.
ratic Peoples Re- c	Trace the history of Vietnam from 1935 to the present, paying specific attention to resources, strategic importance, changes in control, beginnings of Communist aggression.
rsion	
sement	Trace, sketching briefly, the history of Communist aggressions since 1939. List areas controlled or annexed outright by USSR, Red China. Indicate areas where attempts at gaining control failed.
" "	Report: What are the bases for different aspects of anti-Viet Nam war activities such as anti-draft, anti-war, isolationism, flag-burning, etc.

READINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECT

CONCEPTS/OBJECTIVES

ACTIVITIES

Report:

Using lessons learned from World War I, World War II, and Viet Nam, defend the Pacifist's contention that America should, in the present and future, and should have in the past, shun all reliance on wars as a means of settling international disputes.

Report on Communist methods of achieving control in under-developed nations. Write specifically, using concise, short paragraphs on:

Popular uprisings
Guerrila warfare
Military threats
Economic pressures
Propaganda

Map Activity:

On a world map indicate how the U.S. is seeking to contain Communist aggression.

On a map of South Vietnam locate areas of recent intense military activity, areas of importance in terms of agriculture and industry.

Essay:

"Turning the other cheek" is hardly a wise motto in the field of foreign relations.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
		Reports: Get the vie garding the respect to Class writt "Wars do merely c "What is war demo "What is card bur Reports: The changin An intervie served in V His views U.S. effo Condition there. Reaction Viet Nam What he s used by V villages. Report on C

CONCEPTS/OBJECTIVES

ACTIVITIES

Reports:

Get the views of your Congressmen regarding the present U.S. position with respect to Viet Nam.

Class written comment on:

> "Wars do not solve problems; they merely create new ones."
>
> "What is your reaction to anti-war demonstrations?
>
> "What is your reaction to draft-card burning?

Reports:

The changing technology of war.

An interview with a serviceman who served in Viet Nam:

> His views on the rightness of the U.S. effort there.
>
> Conditions under which he lived there.
>
> Reaction of the people of South Viet Nam to troops.
>
> What he saw personally of methods used by Viet Cong to terrorize villages.

Report on Communist terrorist activities.

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

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LABOR IN AMERICAN SOCIETY

UNIT V

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	ACTIVITIES
I. Workers in Early America	To show the struggle of American workers to improve their working conditions to better their society generally.	
A. The role of the indentured servant era		
B. Early crafts attempt to organize.	Laborers were not only members of unions but also members of the community at large.	
C. An emerging factory system	Studying the role of labor in society also involves a study of America itself.	
D. Because of grievance, workers began to organize	Trade unions	
	Commonwealth vs. Hunt	
II. Workingmen in the Era of Jackson Gain Benefits	Lowell Mills	
	Universal manhood suffrage	
A. Demand free public schools		
	Understandings to be developed:	
B. Demand fourteen-hour day	American workers seldom established their own political parties.	

READINGS	A. V. MATERIALS
(C) Iman, and Koch. *Labor in American Society*. Scott Foresman. Pelling, Henry. *American Labor*. Lunis, Edwin. *Colonial Craftsmen and the Beginnings of American Industry*. (C) Mendelbaum. *The Social Setting of Intolerance*.	"Inheritance" mp U of
(C) Basic Text: p. 494-496. (C) *Impressions of America*. Vol. II by Brown. Part 3 - Sec. 2. Part 4 - Sec. 2, 3. O. Handlin. *Immigration as a Factor in American History*. (C) Maldon Jones. *American Immigration*. University of Chicago.	"Bargaining Collectively" "The Rise of Organized Labo McGraw-Hill "Americans All" McGraw "Immigration in American His mp Co "New Systems of Business Org zation and the Flood of Immi tion" 338.7 CFS (H.S.)

	A. V. MATERIALS	TEACHER'S NOTES
bor in Scott	"Inheritance" mp U of Ill.	
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-496.	"Bargaining Collectively" mp tfc	
ica.	"The Rise of Organized Labor" mp McGraw-Hill	
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ican rsity	"New Systems of Business Organization and the Flood of Immigration" 338.7 CFS (H.S.)	

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
C. The fight against banks	Outbreaks of violence made the public unsympathetic with labor organizations.	Resea Are s inte studi recor
D. A working man's party		
III. Rise of Nation-wide Labor Unions	The only general national labor organization of unions formed in the nineteenth century that was to survive was the American Federation of Labor.	For a Debat the i 1920' State After Polit
A. Goals	Ideas to be Emphasized: Post Civil War factory working conditions were usually very bad.	Read t Americ summar and yo Dedham Vanzet August
B. Knights of Labor		
1. Principles	Workingmen rarely advocated basic economic or political changes.	What p in est in the ways m it eas
2. Reaction to and accomplishments	Rise of the common man.	
	Strike	Proble had on
3. Reasons for decline and failure	Boycott	How di grants
	Lockout	

CONCEPTS/OBJECTIVES	ACTIVITIES
Outbreaks of violence made the public unsympathetic with labor organizations.	Research Problem: Are some races or nationalities more intelligent than others? Refer to case studies made from United States Army records.
The only general national labor organization of unions formed in the nineteenth century that was to survive was the American Federation of Labor.	For a Committee: Debate the proposition, Resolved: That the immigration restrictions of the 1920's were a misfortune for the United States. Slosson, The Great Crusade and After, p. 296 ff. Faulkner, American Political and Social History. p. 840 ff.
Ideas to be Emphasized: Post Civil War factory working conditions were usually very bad.	Read the following two selections from American Heritage and prepare a brief summary including new ideas you gained and your own comments: "Tragedy at Dedham," October, 1958; "Sacco and Vanzetti - the Unfinished Debate," August, 1959.
Workingmen rarely advocated basic economic or political changes.	What problems might immigrants encounter in establishing a life for themselves in the U.S. during this era? In what ways might present-day immigrants find it easier? More difficult?
Rise of the common man.	
Strike	Problem: What effects have depressions had on labor organizations?
Boycott	How did some employers encourage immigrants to come to the United States?
Lockout	

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(C) Rise of the American Nation. Vol. II. 1968.

Readings: "The Wage Earner in a Changing World" pp. 219-224

Kennedy, J.F. A Nation of Immigrants.

Traverso, Edmund. Immigration: A Study in American Values.

(C) **Fedor and Allen. Viewpoints, USA. pp. 178-192 (Imm.) pp. 212-214 (Labor) American Book Company

Wittke, Carl. We Who Built America.

The United States: The History of a Republic. Hofstader and others. Prentice-Hall, Chapter 19, Section 4.

Handlin, Oscar. The Uprooted.

(C) Higham, John. Strangers in the Land 1860-1925.

(C) Degler, Carl. Out of Our Past.

A. V. MATERIALS

"New Americans" mp McGraw-H

"It Takes Everybody to Build This Land" 1619-1860

"The Labor Movement: Beginni and Growth" mp Co

Filmstrip:

"New Systems of Business Organization and the Flood of Immigration" 338.7 CFS (H.

"Changes in American Life" 18 1920 fs S

"Samuel Gompers, Man of Labor" fs AFL-CIO

"With These Hands" m Int. Garment Workers

Transparency:

"Growth of Union Membership in U.S." No. 56 of U.S. History Transparency Set (H.S.

	A. V. MATERIALS	TEACHER'S NOTES
erican II. 1968. e Wage anging 9-224 A Nation nd. A Study in s. len. A. pp.) Labor) Company We Who tes: The epublic. others. Chapter . The Up- Strangers 60-1925. Out of Our	"New Americans" mp McGraw-Hill "It Takes Everybody to Build This Land" 1619-1860 mp "The Labor Movement: Beginnings and Growth" mp Coronet Filmstrip: "New Systems of Business Organization and the Flood of Immigration" 338.7 CFS (H.S.) "Changes in American Life" 1865-1920 fs SVE "Samuel Gompers, Man of Labor" fs AFL-CIO "With These Hands" mp Int. Garment Workers Transparency: "Growth of Union Membership in U.S." No. 56 of U.S. History Transparency Set (H.S.)	

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENTS	CONCEPTS/OBJECTIVES
C. Immigration's role in the labor movement	Blacklist
	Sabotage
D. American Federation of Labor	
	1. Eliminate job com tition
1. Comparison with other early labor unions	2. Gear wages and be fits to his risin costs of living.
	Haymarket riot
2. Organizing and early trails	Anarchy
3. AFL and politics	Injunction
4. Reasons for its success	To understand how the growth of industrialization in the U.S. affected the lives of the people.
E. Congress of Industrial Organization	To understand that labor, when it organizes, gains strength.
	National origin

CONCEPTS/OBJECTIVES	ACTIVITIES
Blacklist	Why was the AFL more successful than the Knights of Labor?
Sabotage	What was the attitude of Samuel Gompers toward labor unions and party politics? State your reasons for agreeing or disagreeing with him on this point.
1. Eliminate job competition	
2. Gear wages and benfits to his rising costs of living.	Listing: Name as many types of workers as you can in Mankato that belong to AFL.
Haymarket riot	Report: Membership differential between AFL and CIO types of workers.
Anarchy	Prepare brief biographical sketches on: Terence Powderly, Samuel Gompers, Eugene Debs, John L. Lewis, William Green, George Meany, Walter Reuther, James Hoffa.
Injunction	
To understand how the growth of industrialization in the U.S. affected the lives of the people.	Why has immigration appeared to be a threat to labor organization?
	What has been Labor's reaction to the admission of Hungarian refugees and European displaced persons to the United States?
To understand that labor, when it organizes, gains strength.	
National origin	

EADINGS	A. V. MATERIALS	TEACHER'S NOTES

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
1. How industrial unions differed	Literacy test	F w o I sh it fa
	Exclusion	
2. John L. Lewis - its leaders		
	Quota	
3. Sit-down strike	Craft union	Se Un (a (c Am
4. Consolidates with the AFL	Understand that neither business nor labor may use its organized power in restraint of trade, nor imperil the health or safety of a nation.	In ve Dis Why gan
IV. The Labor Movement's Struggle for Recognition - 1890's		
	Vertical union	Com tur day
A. The Old Order changes	Horizontal union	Lis und
	Big labor	
B. Strikes and violence		
C. Gains achieved by labor organizations	To show that the government and the general public were largely in sympathy with management at this time.	

CONCEPTS/OBJECTIVES

Literacy test

Exclusion

Quota

Craft union

Understand that neither business nor labor may use its organized power in restraint of trade, nor imperil the health or safety of a nation.

Vertical union

Horizontal union

Big labor

To show that the government and the general public were largely in sympathy with management at this time.

ACTIVITIES

For an encyclopedia for young children write an article entitled, "The History of the AFL in the Nineteenth Century". Include a discussion of (a) its leadership, (b) its membership, (c) obstacles it faced, (d) its successes, and (e) its failures.

Select from ten famous immigrants to the United States. Make a chart showing (a) when each came, (b) where from, and (c) his or her specific contributions to American life.

Investigate and report on the latest developments in immigration legislation.

Discuss:

Why was public opinion opposed to organized labor?

Compare the power of labor unions at the turn of the century with their power today.

List the gains made by organized labor under the New Deal.

READINGS	A. V. MATERIALS	ACTIVIT
Ware, N.J. The Labor Movement in the United States 1860-1895.		

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
1. 1880's to World War II		Child (a)
		(b)
2. Since World War II		
		(c)
V. The New Deal and Labor		
A. Rights the American laboring man had		(d)
		(e)
B. Rights the laboring man had in Nazi Germany during this period		
VI. Federal Regulation of Labor Unions	Codes of fair labor practices	Make outl Act, the
	Section 7-A of the NIRA	Have
A. Basic labor laws		
	Minimum wage law	Have spea
B. The radical movement in labor		
	NLRB	

CONCEPTS/OBJECTIVES	ACTIVITIES
	Child Labor in the United States (a) Briefly describe the social ills connected with child labor during the 1800's. (b) What were the first states to pass child labor laws? When were they passed? What were their major provisions? (c) Why, between 1870 and 1910, did child labor become an even greater problem than ever before? What groups led the crusade against child labor during the same period? (d) Describe the work of the National Child Labor Committee. (e) Why, between 1916 and 1938, were all federal attempts to legislate against child labor eventually declared unconstitutional? What provision in the Fair Labor Standards Act of 1938 finally curbed child labor?
Codes of fair labor practices	Make a three-column chart in which you outline the provisions of (a) the Wagner Act, (b) the Taft-Hartley Act, and (c) the Landrum-Griffin Act.
Section 7-A of the NIRA	Have a labor leader speak to the class.
Minimum wage law	Have a representative of management speak to the class.
NLRB	

READINGS	A. V. MATERIALS
Bernstein, Irving. The New Deal Collective Bargaining Policy. Univ. of California.	
Derber, Milton, and Edward Young. Labor and the New Deal. U of Wis.	
(L) Rise and Fall of the Third Reich. Shirer.	
(C) Capitalism and Other Economic Systems. McGraw-Hill.	
Lens, Sidney. Working Men: The Story of Labor.	
(C) Problems in American History. Scott-Foresman.	
(C) Debs, Eugene: Socialist. p. 105. Political Leadership in America.	
(C) **Litwack, Leon. The American Labor Movement. Prentice-Hall.	
(C) Florence Peterson. American Labor Unions What They Are and How They Work.	
Wolf, Leon. Lockout: Story of Homestead Strike of 1892.	
Kreps, Juanita. Automation and Employment.	

A. V. MATERIALS	TEACHER'S NOTES

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UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT

VII. Contemporary Labor Problems

A. Automation and unemployment

B. Collective bargaining and government arbitration

C. Leadership

CONCEPTS/OBJECTIVES

The new concept of collective bargaining

Right to work laws

Sit-down strike

Industrial union

Cooling off period

Employment Act of 1946

Fringe benefits

Compulsory arbitration

Technological unemployment

Profit sharing plan

Guaranteed annual wage

Problem

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CONCEPTS/OBJECTIVES

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t-down strike

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oling off period

ployment Act of 1946

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mpulsory arbitration

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ofit sharing plan

aranteed annual wage

ACTIVITIES

Problem:

What was the significance of the Employment Act of 1946?

Why is the government more likely to intervene in a railroad strike than in many other kinds of strikes?

Resolved:

That unions and management should be compelled to accept arbitration in disputes which affect the welfare of the nation.

After studying the current newspapers and periodicals, report on the extent labor problems today are (a) similar to and (b) different from labor problems 25 years ago.

Questions to Discuss:

1. Do you feel that labor unions are too strong or too weak at present? Give reasons for your answer.
2. Distinguish between (a) the closed shop and the open shop, (b) a company union and a national union, (c) a craft and an industrial union, (d) a jurisdictional strike and a strike for better working conditions.
3. Do you feel that in most cases a settlement reached by free bargaining between employers and employees is more desirable than a settlement enforced by government? Why?

READINGS

Jacobs, Paul. The State of the Unions: U.S. Labor Today.

Hame, C.E. Industry-Wide Collective Bargaining: Promise or Menace?

(C) Supreme Court in American Life (problem 7) The Court and the Wage Earner.

(C) Rise of the American Nation. Vol. II. 1968. Readings: "The Changing World of the Wage Earner" pp. 642-697.

A. V. MATERIALS

"Our Union" mp United
Electrical Workers

"Labor: Men, Jobs, and Au
mation" fs New York

A. V. MATERIALS	TEACHER'S NOTES
"Our Union" mp United Electrical Workers "Labor: Men, Jobs, and Automation" fs New York Times	

CONTENT	CONCEPTS/OBJECTIVES	
VIII. The Expanding Role of the Government in the Labor Movement	Corrupt leaders	4. Ho pr la (a) (b) (c) (d) In Labo read Ch certain tion gi Debate Resolve restric Intervi what th contemp communi the nat the ext
IX. Great Strikes of the 20th Century	Featherbedding	Debate: Resolved ment wa the Pul
A. Types of laborers		List the column paralle each.
1. Miners		

	CONCEPTS/OBJECTIVES	ACTIVITIES
the or	Corrupt leaders	4. How did each of the following improve the position of organized labor? (a) The Clayton Antitrust Act (b) The National Recovery Administration (c) The Fair Labor Standards Act (d) The Wagner Act In *Labor in America* by F. R. Dulles, read Chapter 21, "Labor Faces an Uncertain Future." Sum up the justification given for this chapter heading. Debate Resolved, that labor's power should be restricted. Interview two or three persons, asking what they consider the most pressing contemporary problems of (a) their local community or city, (b) their state, (c) the nation, and (d) the world. Report on the extent they agree.
th	Featherbedding	Debate: Resolved, that the United States government was justified in intervening in the Pullman Strike. List the weapons used by labor in one column and those used by management in a parallel column. Give the meanings of each.

READINGS	A. V. MATERIALS
(C) Ideas in Conflict. Topic 7. Scott-Foresman. (L) "The Labor Movement: Role of the Federal Government" Current History. June, 1965.	
(C) Billington, R. The Making of American Democracy. Vol. 2. Bailey, T. The American Spirit (Little Steel vs. CIO) Meyers, M. Sources of the American Republic. Vol. 2.	Filmstrip: "Labor Problems and New Areas of Industry" 331 CFS (H.S.) "Labor in the News - 1949" 331.88 FS (H.S.)

	A. V. MATERIALS	TEACHER'S NOTES
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can	Filmstrip: "Labor Problems and New Areas of Industry" 331 CFS (H.S.)	
rican l vs.	"Labor in the News - 1949" 331.88 FS (H.S.)	
of ic.		

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
2. Transportation		Draw a "be the condit and after
3. Industrial		Examine cu for some l progress. cause of t of each si side and (c ment.
4. Services		
B. Periods of strife	Little steel formula	**Automation** 1. In what the lab 2. What ha managem problem 3. What is Automat why was ful is
1. Early 1900's		
2. Post World War I		
3. New Deal period		
4. Post World War II		
5. 1950's and 1960's		

	CONCEPTS/OBJECTIVES	ACTIVITIES
		Draw a "before and after" cartoon showing the condition or position of workers before and after labor unions were organized.
		Examine current newspapers or magazines for some labor-management dispute now in progress. Report to the class on (a) the cause of the dispute, (b) the contentions of each side, (c) the methods used by each side and (d) the efforts toward settlement.
		Automation:
		1. In what ways does automation affect the labor force?
	Little steel formula	2. What has been the reaction of (a) management and (b) labor to this problem?
		3. What is the Office of Manpower, Automation, and Training? When and why was it organized? How successful is it?
I		
d		
II		
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READINGS	A. V. MATERIALS	TEACHER'S NOTES
urrent magazines ewspapers amphlets		

THE NEGRO IN AMERICA
(during the past century)

Optional Theme

THE NEGRO IN AMERICA (during the past century)

CONTENT	CONCEPTS/OBJECTIVES	A
I. The Negro's Status in the Post Civil War Era	Separate but equal segregation - Jim Crow	Problems: (Fr Cu
A. Enfranchisement	To show that even though the bonds of slavery were removed, freedom and equality for Negroes was far away.	1. Negro leade 2. Origins of 3. The Chicag 4. The Harlem 5. Class struc 6. Politics a 7. The Little 8. Extending 9. The black 10. Breaking th sports, ent areas of pu
B. A program for Negro betterment by B. T. Washington	Discrimination	
C. Process of Discrimination	The Negro's self image	Study the Decla Write on the bo phrases that ma lem of minoriti
	To show that winning new rights came slowly and painfully.	Have a committe major barriers have been thus
II. Toward Full Equality: Since 1900		
A. Voices of protest	To show that progress was being made but not fast enough to satisfy the racial leaders.	Contrast and co the Negro in Am of minorities i
1. Roots of discontent	To appreciate the contributions of all people who make up our nation.	List and study least ten Negro
		Appoint a commi Supreme Court d Topeka Board o
2. Back to Africa movement	To evaluate the racial problem in respect to our local community.	

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e past century)

CONCEPTS/OBJECTIVES	ACTIVITIES
Separate but equal segregation - Jim Crow	Problems: (From The Negro in America by Cuban. Table of contents) 1. Negro leadership 2. Origins of the NAACP 3. The Chicago race riot 4. The Harlem renaissance 5. Class structure in the negro community 6. Politics and the Negro 7. The Little Rock school crisis 8. Extending the right to vote 9. The black Muslims 10. Breaking the racial barrier in sports, entertainment, and other areas of public life
To show that even though the bonds of slavery were removed, freedom and equality for Negroes was far away.	
Discrimination	
The Negro's self image	Study the Declaration of Independence. Write on the board any statements or phrases that may be related to the problem of minorities.
To show that winning new rights came slowly and painfully.	Have a committee list and explain the major barriers to Negro equality which have been thus far overcome.
To show that progress was being made but not fast enough to satisfy the racial leaders.	Contrast and compare the treatment of the Negro in America with the treatment of minorities in Nazi Germany or USSR.
	List and study the contributions of at least ten Negro leaders.
To appreciate the contributions of all people who make up our nation.	Appoint a committee to study the famous Supreme Court decision - Brown vs. The Topeka Board of Education.
To evaluate the racial problem in respect to our local community.	

READINGS

(C) (L) Wade, Richard. *The Negro in American Life*. Holt.

Basic Text: pp. 803-808.

Rise of the American Nation. Vol. II., 1968. "Paths to Negro Rights" readings, pp. 194-197.

Current, DeConde, Dante. *U. S. History*. p. 426 and 731.

(L) *Mankind, the Magazine of Popular History*. Vol. 1, No. 8. "The First American Fight for Civil Rights" p. 8.

(L) Durham. *The Negro Cowboys*.

(L) Petry. *Harriet Tubman: Conductor on the Underground Railroad*.

(C) Cuban, Larry. *The Negro in America*.

(C) *Viewpoints, USA*. p. 330.

(C) *Ideas in Conflict*. Topic 6 and 11. Scott-Foresman.

(C) Ziegler, Benjamin. *Desegregation and the Supreme Court*. Amherst.

A. V. MATERIALS

Recording:

"The Glory of Negro History" Folkways

Films:

"The History of the American Negro" fs McGraw-Hill

"Free at Last"

"New Mood"

"Confronted"

"The Messenger from Violet Drive"

"The Negro and the American Promise"

MP Net Film Service
Indiana U Audio-Visual Center

"Walk in My Shoes" Parts I and II MP McGraw-Hill

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pp. 803-

e American
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Negro Rights"
pp. 194-197.

eConde, Dante.
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e Magazine of
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8. "The
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urt. Amherst.

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Recording:

"The Glory of Negro History"
Folkways

Films:

"The History of the American Negro" fs McGraw-Hill

"Free at Last"

"New Mood"

"Confronted"

"The Messenger from Violet Drive"

"The Negro and the American Promise"

MP Net Film Service
Indiana U Audio-Visual Center

"Walk in My Shoes" Parts I and II MP McGraw-Hill

TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	A
3. Hard times and the Negro	To show the progress made in the past two decades and contemplate the position of the Negro in America in the next two decades.	Make a map or char bution of Negro po States in 1860 and
4. Organizing for progress		Have a guest speak rights worker tell
	White backlash	Minority Groups in
B. The rising tide		1. What is the NA Urban League? founded? What What kind of c face? How su
1. The Negro and World War I and its aftermath	Ghettos	
	Second class citizen	2. Were the arme during World Negroes enter
2. The Negro in World War II and the post war challenge	Defacto segregation	3. Explore the r significance the North bet
3. The false lure of Communism		4. Investigate t cultural cont members of mi 1900 and 1940
4. Ending of segregation in the public schools		While reading, no American reaction laws and account sider also the pr national and cult the attitudes of toward world aff and (2) between 1
5. Negro contributions in American cultural institutions		

CONCEPTS/OBJECTIVES	ACTIVITIES
To show the progress made in the past two decades and contemplate the position of the Negro in America in the next two decades.	Make a map or chart showing the distribution of Negro population in the United States in 1860 and 1960. Have a guest speaker who is a civil rights worker tell of his experiences.
White backlash	Minority Groups in American History
Ghettos	1. What is the NAACP? The National Urban League? When were they founded? What were their aims? What kind of opposition did they face? How successful were they?
Second class citizen	2. Were the armed forces integrated during World War I? How many Negroes entered the services?
Defacto segregation	3. Explore the reasons for and the significance of Negro migration to the North between 1900 and 1940.
	4. Investigate the scientific and cultural contributions made by members of minority groups between 1900 and 1940.
	While reading, note any mention of American reaction to new immigration laws and account for such reaction. Consider also the probable influence of national and cultural backgrounds on the attitudes of various ethnic groups toward world affairs (1) before 1917, and (2) between 1917 and 1940.

	READINGS	A. V. MATERIALS
	Filler, Louis. *Wendell Phillips on Civil Rights*. Dell Publishing Co.	*Film:* "Sit-In" Parts I and II mp McGraw-Hill
(C)	Essien-Udom. *Black Nationalism*. Dell Publishing Co.	
(C)	Heath (Amherst Series) *The Negro Struggle for Equality in the Twentieth Century*	
(L)	Mathews. *Booker T. Washington: Educator and Inter-racial Interpreter*.	*Record*:
	Strange. Career of Jim Crow. Glenn Woodward. Galaxie Books, Oxford Press.	"We Shall Overcome"
(C)	*The Supreme Court in American Life*. Problem 13: Segregation. Scott-Foresman.	
	Killian and Grigg. *Racial Crisis in America: Leadership in Conflict*. Prentice-Hall.	

A. V. MATERIALS	TEACHER'S NOTES
Film: "Sit-In" Parts I and II mp McGraw-Hill Record: "We Shall Overcome"	

THE NEGRO IN AMERICA

CONTENT	CONCEPTS/OBJECTIVES	
III. The Negro in Contemporary America	To become informed concerning important domestic issues is the responsibility of each citizen.	Make a study o Study the Watt
A. The Civil Rights movement		Question:
1. Nonviolence	To understand that emotions frequently have a greater influence on our actions than reason.	What steps shou down the barri other inequalit and whites?
2. Demonstrations	To understand the relationship between minority problems and the Declaration of Independence.	Minority Gro Hi
B. The Kennedy program		1. What impo cases hav Supreme
C. Negro radicalism; black nationalism		2. Review a made and groups si civil ri
D. The Negro's faith in America		3. What are groups i day? Wha social, a face?
E. The Civil Rights Act of 1964		4. What rec legislati rights?
F. Politics and the Negro		
G. Marches and riots		

CONCEPTS/OBJECTIVES	ACTIVITIES
o become informed conerning important omestic issues is the esponsibility of each itizen.	Make a study of Negroes in Congress. Study the Watts Riot.
o understand that motions frequently have greater influence on ur actions than reason.	Question: What steps should be taken to break down the barriers of segregation and other inequalities between Negroes and whites?
o understand the relaionship between minority roblems and the Declaraion of Independence.	Minority Groups in American History 1. What important civil rights cases have been decided by the Supreme Court since 1954? 2. Review and evaluate efforts made and means used by minority groups since 1950 to secure civil rights. 3. What are the principal minority groups in the United States today? What problems--economic, social, and political--does each face? 4. What recent federal and state legislation protects civil rights?

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King, M.L. The Stride Toward Freedom. Harper.

Minority and Prejudice in America. (Experimental unit) Heath

(C) King, M.L. Why We Can't Wait. (C)

(C) New Dimensions Series Heath.
"The Negro Struggle for Equality in the 20th Century"

(C) Rise of the American Nation. Vol. II, 1968.

Readings: "The Negro and the Nation's Social Revolution" pp. 700-707.

A. V. MATERIALS

Films:

"History of the Negro in America Series"

1619-1860: "Out of Slavery"

1861-1877: "Civil War and Reconstruction"

1877-Today: "Freedom Movement"

mp McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

Films:

"History of the Negro in America Series"

1619-1860: "Out of Slavery"

1861-1877: "Civil War and Reconstruction"

1877-Today: "Freedom Movement"

mp McGraw-Hill

CONTENT	CONCEPTS/OBJECTIVES	
H. Voter registration		Culminating Pro
		Is the Negro in [illegible] deserving of [illegible]
I. Current Negro leadership		Con[illegible]: Decla[illegible] Negro [illegible] en[illegible], what [illegible] col[illegible] peopl[illegible] [illegible] govern[illegible], [illegible] Hom[illegible], National
1. Problem		
2. [illegible]		
3. [illegible]		

CONCEPTS/OBJECTIVES	ACTIVITIES
	Culminating Problem: Is the Negro in America ready for and deserving of equality? Consider: Declaration of Independence, Negro contributions in all areas of endeavor, what the Negro wants, political reaction to discrimination, capabilities of Negro citizens in government, education, military, labor force, national market, etc.

CONTENT	A. V. MATERIALS	TEACHER'S NOTES

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973.9 A15	Allen, Frederick L. Since Yesterday. 1929-1939. New Y
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nd-McNally Company, 1963.

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A Diplomatic History of the American People. 5th Ed.
ppleton-Century Croft, Inc., 1955.

A. An Economic Interpretation of the Constitution of the U.S.
acmillan Book Company, 1941.

The Mauve Decade: American Life at the End of the Nineteenth
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Harper's June, 1950 Morrison, S.E. "Did Roosevelt Start

Social Education. April, 1958. Special Issue on USSR.

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